West Chester University

EXPECT EXCELLENCE

WCU

Undergraduate Catalog

2004-2006

West Chester University of Pennsylvania

Undergraduate Catalog 2004-2006

The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the University. West Chester University reserves the right to change any provisions or requirements at any time. Updates to this two-year catalog will be made late in the spring 2005 semester and will be posted directly to the University's web site: www.wcupa.edu. Please check the web site before the fall 2005 semester for any changes.

The West Chester University Mission Statement

West Chester University, a member of the Pennsylvania State System of Higher Education, is a public, regional, comprehensive institution committed to providing access and offering high-quality undergraduate education, select post-baccalaureate and graduate programs, and a variety of educational and cultural resources for its students, alumni, and citizens of southeastern Pennsylvania.

The West Chester University Values Statement

West Chester University is committed to attracting, enrolling, and graduating quality students from a wide variety of educational, cultural, and economic backgrounds. This endeavor requires the University to attract and retain highly qualified faculty and staff and to provide each member of the University community with learning and leadership development opportunities. To this end, the University supports and encourages programs which benefit all people and which seek to eradicate discrimination and injustice. We treasure what we believe to be the highest principles of American society: the worth and uniqueness of each individual, the belief that success is to be earned by individual effort put forth in an environment founded on equality of opportunity, and the appreciation of the ideal of an inclusive society.

We believe that it is incumbent upon all members of our community – staff, students, faculty and administrators – to conduct themselves with civility toward one another at all times. We value the special talents and contributions of each member of our community. We further affirm the worth and dignity of each member and the shared responsibility of all to treat each other as individuals, with respect and courtesy.

As a university owned by the citizens of Pennsylvania, we value our mission to provide the best educational opportunities possible which will enable the University community to successfully address the concerns of a global society. To this end, West Chester University seeks to provide diligent advising for students and to focus on teaching students to think clearly and critically, to make logical and ethical judgments, and to communicate effectively with others.

West Chester University's community strongly supports the principles of academic integrity and academic responsibility, viewing both as the province of every member of the campus community. We hold the highest esteem for teaching directed toward student learning and affirm that mastery of content as well as mastery of teaching skills necessary to communicate such content are paramount.

This values statement is intended to be a living document which will serve West Chester University as it changes and evolves in the coming years.

Communications Directory

MAILING ADDRESS:	West Chester University West Chester, PA 19383
TELEPHONES:	Dial 610-436 plus number in parentheses. For offices not shown here, call the University Information Center: 610-436-1000.
World Wide Web:	www.wcupa.edu
Academic Advising	Academic Advising, Lawrence Center (3505)
Academic Development Program	Academic Development Program, Lawrence Center (3505)
Admissions/Undergraduate Catalogs	Office of Admissions, Messikomer Hall, (3411); 877-315-2165 (toll free)
Affirmative Action	Office of Social Equity, 13/15 University Ave. (2433)
Billing/Payments	Office of the Bursar, Elsie O. Bull Center (2552)
Bookstore	Student Services, Inc., Sykes Student Union (2242)
Careers/Placement	Twardowski Career Development Center, Lawrence Center (2501)
Conference Services	Office of Conference Services, 13/15 University Ave. (6931)
Continuing Education (Adult Studies)	Office of Graduate Studies and Extended Education, McKelvie Hall (1009)
Counseling	Counseling Center, Lawrence Center (2301)
Financial Aid/ Work Study	Office of Financial Aid, Elsie O. Bull Center (2627)
Graduate Studies/ Catalogs	Office of Graduate Studies and Extended Education, McKelvie Hall (2943)
Housing	Residence Life and Housing Services, Sykes Student Union (3307)
Police	Public Safety Department, Peoples Building (3311)
Public Relations and Marketing	Office of Public Relations and Marketing, 13/15 University Avenue (3383)
Services for Students with Disabilities	Director, Office of Services for Students with Disabilities, Lawrence Center (2564)
Student Activities and University Events	Student Programming Dept./Student Activities, Sykes Student Union (2983)
Student Services, Inc.	Sykes Student Union (2955)
Scheduling/Registration	Office of the Registrar, Elsie O. Bull Center (3541)
Summer Sessions	Office of the Registrar, Elsie O. Bull Center (2230)
Teacher Certification	Teacher Education Center, Francis Harvey Green Library (3090)

Accreditation

West Chester University is accredited by the Accreditation Council for Continuing Medical Education, American Chemical Society, American Dietetics Association, American Speech-Language-Hearing Association, Commission on Accreditation of Allied Health Education Programs (CAAHEP), Commission on Collegiate Nursing Education, Council of Social Work Education, Council on Education for Public Health, Joint Review Committee for Respiratory Therapy Education, Middle States Association of Colleges and Schools (MSA), National Association of Schools of Music (NASM), Society of Public Health Education/American Association for Health Education (SOPHE/AAHE), and approval from the State Board of Nursing of the Commonwealth of Pennsylvania. West Chester University's professional education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Pennsylvania Department of Education to recommend candidates for certification.

Nondiscrimination/Affirmative Action Policy

West Chester University is committed to providing leadership in extending equal opportunities to all individuals. Accordingly, the University will continue to make every effort to provide these rights to all persons regardless of race, religion, sex, national origin, ancestry, age, marital status, sexual orientation, disability, or veteran status. This policy applies to all members of the University community, including students, faculty, staff, and administrators. It also applies to all applicants for admission or employment and all participants in University-sponsored activities.

This policy is in compliance with federal and state laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, and Executive Order of the Governor of Pennsylvania. Any individual having suggestions, problems, complaints, or grievances with regard to equal opportunity or affirmative action, or to request a translation of this publication into a language other than English, is encouraged to contact Ms. Richeleen Dashield, director, Office of Social Equity, 13/15 University Ave., 610-436-2433.

Sexual Harassment Policy

West Chester University is committed to equality of opportunity and freedom from discrimination for all of its students and employees. Because sexual harassment is a form of discrimination based on sex, the University will not tolerate it in any form.

Upon official filing of a complaint, immediate investigation will be made culminating in appropriate corrective action where warranted, which may include termination of the relationship with the University.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature occurring when:

1. submission to the unwelcome conduct of a sexual nature is made either explicitly or implicitly a term or condition of an individual's employment, or of a student's academic status or treatment;
2. submission to or rejection of the unwelcome conduct of a sexual nature by an individual is used as the basis for academic or employment decisions affecting such an individual; or
3. the unwelcome conduct of a sexual nature is sufficiently severe, persistent, or pervasive to limit an individual's ability to participate in, benefit from, or perform at extracurricular activities, work, academic or educational programs, or to create a hostile or abusive living, working, or academic environment.

A complete copy of the University's Sexual Harassment Policy document, inclusive of the Sexual Harassment Complaint Procedure, may be obtained from the Office of Social Equity.

Individuals who believe themselves to be the victims of sexual harassment, or who have questions about the University's policy on this matter should contact Ms. Richeleen Dashield, director, Office of Social Equity, 13/15 University Ave., 610-436-2433.

ADA Policy and Accommodations

In keeping with West Chester University's commitment to equality of opportunity and compliance with the Americans with Disabilities Act of 1990, the University has established procedures and designated offices to provide accommodations for all people with disabilities. A complete copy of the ADA Policy Statement, as well as appropriate offices, appears on page 53 of this catalog. Individuals needing accommodations should make their needs known to the responsible office at least a week in advance. This publication is available on our web site (www.wcupa.edu). A disk version for those needing accommodations is available from the Office of Admissions, 610-436-3411.

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Introducing West Chester University

Quality education at a reasonable price... this is the goal of West Chester University, the second largest of the 14 institutions of higher learning that compose the State System of Higher Education of the Commonwealth of Pennsylvania. A comprehensive and multipurpose university, West Chester serves individuals of all ages with a variety of programs to fill their educational needs.

West Chester offers degrees in the arts and sciences, teacher preparation and certification, advanced study preparation in fields such as medicine and law, education for specific professions, and continuing education. See page 55 for a complete listing of undergraduate degree programs.

Total enrollment at West Chester includes approximately 10,500 undergraduate students and about 2,100 graduate students. While most undergraduates are recent high school graduates preparing for career objectives, many others are older individuals, including veterans and homemakers, who either never before had the opportunity for a college education or whose schooling was interrupted.

Most students are residents of Pennsylvania, but students from other states and foreign countries are welcome. West Chester's student body represents a cross section of many ethnic, racial, and religious groups and includes students from all economic levels.

Like the world around it, West Chester University is constantly changing and growing. The school continues to broaden and modify the nature and number of its programs to reflect the needs of its students in their endeavor to prepare themselves for success and fulfillment in life.

History of the University

Although its founding year is 1871, the University in fact has deeper roots tracing from West Chester Academy, a private, state-aided school that existed from 1812 to 1869. The academy enjoyed strong support from the highly intellectual Chester County Cabinet of the Natural Sciences of the pre-Civil War decades. It was recognized as one of Pennsylvania's leading preparatory schools, and its experience in teacher training laid the groundwork for the normal school years that were to follow.

As the state began to take increasing responsibility for public education, the academy was transformed into West Chester Normal School, still privately owned but state certified. The normal school admitted its first class, consisting of 160 students, on September 25, 1871. In 1913, West Chester became the first of the normal schools to be owned outright by the commonwealth.

West Chester became West Chester State Teachers College in 1927 when Pennsylvania initiated a four-year program of teacher education. In 1960, as the commonwealth paved the way for liberal arts programs in its college system, West Chester was renamed West Chester State College, and two years later introduced the liberal arts program that turned the one-time academy into a comprehensive college.

In recognition of the historic merit of the campus, in 1981 the West Chester State College Quadrangle Historic District was placed on the National Register of Historic Places. The buildings included in this historic district are Philips Memorial Building, Ruby Jones Hall, Recitation Hall, and the Old Library. Except for Philips, these buildings are all constructed of native Chester County serpentine stone.

West Chester State achieved another major milestone with passage of the State System of Higher Education bill. West Chester became one of the 14 universities in the State System of Higher Education on July 1, 1983. Along with its new name — West Chester University of Pennsylvania of the State System of Higher Education — the institution acquired a new system of governance and the opportunity to expand its degree programs.

The Frederick Douglass Institute

The Frederick Douglass Institute at West Chester University is an academic program for advancing multicultural studies across the curriculum and for deepening the intellectual heritage of Frederick Douglass, the former slave, distinguished orator, journalist, author, and statesman. Douglass, who was a frequent visitor to the West Chester area, gave his last public lecture on West Chester's campus on February 1, 1895. Thirty years earlier, at the inauguration of a Baltimore, Maryland, institute named for him in October 1865, Douglass said that the mission was "to be a dispenser of knowledge, a radiator of light. In a word, we dedicate this institution to virtue, temperance, truth, liberty, and justice."

At West Chester University, the Douglass Institute is primarily involved in four academic areas: 1) conducting research in multiculturalism and on Frederick Douglass; 2) sponsoring distinguished exhibits and lectures; 3) establishing opportunities for advanced study for public, private, and college-level teachers; and, finally, collaborating with historical societies and other educational and cultural agencies. West Chester University's Douglass Institute is recognized as the model for other Pennsylvania campuses and is called collectively the Frederick Douglass Institute of the Pennsylvania State System of Higher Education.

The activities of the institute take place on and off campus. With undergraduate and graduate students, and West Chester faculty, the institute sponsors seminars and forums on selected topics. The Anna Murray Douglass Circle is the name for a lecture series offering a platform for today's leading intellectuals. Annually in October, the institute sponsors Douglass Days, a festival of educational activities on Douglass and multiculturalism that involves the entire campus and surrounding communities.

For further information, call Dr. C. James Trotman, director, Frederick Douglass Institute at 610-436-2766, or e-mail FDouglass@wcupa.edu. The fax number is 610-436-2769.

The Frederick Douglass Society

Drawing its content from our campus history of social consciousness and its structure from a variety of models in public life, the Frederick Douglass Society of West Chester University is the organization of faculty and staff at West Chester who embrace Frederick Douglass' quest for freedom and inclusiveness. Named in 1983 for one of the 19th century's most distinguished advocates of human freedom, the organization is oriented toward self-help and improvement by offering a collective voice in the affairs of the University. Its programs also aim to stimulate other groups on campus to enrich

our climate. The society annually raises money for scholarship funds. It also seeks, by the example of Douglass, to promote an intellectual standard that is not only grounded in excellence but profoundly rooted in the public mission of higher education.

Institute for Women

The Institute for Women was initially designated to serve as the parent organization to represent the interests of women on campus. The institute is an independent body headed by a director and board of directors. Along with the Commission on the Status of Women, Women's Center, and women's studies program, the Institute for Women engages in campus activities for the benefit of women students, faculty, and staff.

The institute sponsors activities to enhance the self-esteem and career success of women at the University including the Woman-in-Residence Program, and the Graduate Grant and Endowed Book Funds. The institute prepares periodic reports on the status of women at the University and has also secured Charlotte W. Newcombe Scholarship Grants for mature or second-career women for more than 20 years. For more information contact Dr. Joan M. Welch, director, at 610-436-2940.

Location of the University

West Chester University is in West Chester, a town that has been the seat of government in Chester County since 1786. With a population of about 20,000, the borough is small enough to have the pleasant aspects of a tree-shaded American town, large enough to contain essential services and the substance of a vigorous community, and old enough to give the student exposure to America's early history. Students can walk to West Chester's many churches. The town has excellent stores and a fine hospital.

West Chester was settled in the early 18th century, principally by members of the Society of Friends. In the heart of town is its courthouse, a classical revival building designed in the 1840s by Thomas U. Walter, one of the architects for the Capitol in Washington, D.C.

West Chester today is part of the rapidly growing suburban complex surrounding Philadelphia and offers interesting opportunities for the study of local, county, and regional government in a period of change and growth.

Philadelphia is 25 miles to the east and Wilmington 17 miles to the south, putting the libraries, museums, and other cultural and historical resources of both cities in easy reach. Valley Forge, the Brandywine Battlefield, Longwood Gardens, and other historical attractions are near West Chester. New York and Washington are easily accessible by car or train.

How to Reach West Chester

The Borough of West Chester can be accessed from all directions both by car and public transportation. Route 3, the West Chester Pike, leads directly into town from center-city Philadelphia. From the Pennsylvania Turnpike, motorists traveling west should take Route 202 south from the Valley Forge Interchange while those traveling east can arrive via Route 100 south from the Downingtown Interchange. From the south, Route 202 from Wilmington and Routes 100 and 52 from U.S. Route 1 all lead to West Chester.

Public transportation is available from Philadelphia and other nearby communities.

Information on public transportation and carpooling is available in Sykes Student Union, 610-436-2984.

Campus and Facilities

Description of the Campus

West Chester University's campus is a unique mixture of 19th century collegiate Gothic and contemporary architectural styles. Sixty-two buildings, comprising more than 2.4 million square feet, are specially landscaped within 400 acres of rolling countryside. The distinctive buildings and magnificent old trees make the campus one of the aesthetic treasures of Southeastern Pennsylvania.

Approaching West Chester Borough from the south, the University stretches westward from High Street and provides a gateway to the borough. The Academic Quadrangle serves as a landmark surrounded by the University's oldest buildings – Philips Memorial, Recitation Hall, Anderson Hall, Ruby Jones Hall, and the Old Library. Three of these buildings are constructed of the green-hued serpentine stone that has given West Chester a particular character for more than a century. Over the decades the University has expanded to the west and south to include eight residence halls, science and athletic facilities, a dining facility, and drama and art buildings. The focal point of student leisure life outside the classroom is the Sykes Student Union, including the latest in aerobics/conditioning facilities, a movie theater, dining areas, a computer center, meeting rooms, and lounges.

A dynamic, ongoing building program during the past decade has brought the Boucher Science Center, expansion and renovation of Sykes Student Union, computer technology labs, renovated science and academic buildings, and the reopening of the Philips Memorial Building, Emilie K. Asplundh Concert Hall, and Philips Autograph Library. In addition, the Graduate School of Business is now at a site off Route 202, five miles from the main campus. The University learning environment will continue to keep pace with the needs of students into the 21st century with the construction of the dramatic new Swope Music Building and the Performing Arts Center, the addition of the Business Center, a suite-style residence complex on North Campus, an apartment-style residence complex on South Campus, enlarged dining facilities, and two parking garages.

Traveling south three-fourths of a mile from the original campus, the visitor will discover the South Campus area, located on a 300-acre expanse of gently rolling Chester County countryside. South Campus includes an 11-building housing complex providing apartment-style living for 500 students, and the Sturzebecker Health Sciences Center, a nationally acclaimed teaching, performance, and

research facility. Surrounding the center are athletic fields, tennis courts, and Farrell Stadium, home to the University's renowned football program and the 2002 national champion women's lacrosse team. Also at South Campus is the 67-acre Gordon Natural Area, which includes woodlands, fields, and a streamside habitat. This area has been conserved as a research and teaching resource for the natural sciences.

From the archway of learning at the Philips Memorial Building to the hiking trails of the Gordon Center, the visitor will find a rich tradition of educational excellence and a diverse variety of facilities in which to learn, live, and recreate.

Information Services

Information Services provides computing resources for a wide variety of users, both academic and administrative. Many of the University's administrative functions, such as registration, grade reporting, and billing, depend heavily on the campus-wide transaction processing system that provides centralized access to University data from workstations located throughout the campus.

More importantly, computing is a vital instructional and research tool. Information Services offers students and faculty a wide range of computing resources, from mainframe to microcomputers, printers, plotters, graphics workstations, digitizers, and optical scanners. Many of these facilities are available at various campus locations, but the Academic Computing Center in Anderson Hall serves as a focal point for instructional computing activity. A valid WCU Identification (ID) card is required to use the Academic Computing Center. For further information contact the Academic Computing Center at 610-436-3349.

Computing facilities throughout the campus are joined by the Information Services Network. This network offers electronic mail capabilities for all campus workstations,,connection to the Internet, and access to the University's main library catalogs. All WCU undergraduate students are provided computer accounts.

The Information Services Network provides high-speed access to software applications (programming languages, spreadsheets, word processors, faculty developed programs, etc.) and electronic communication capabilities to workstations. Student laboratory facilities are available in the Academic Computing Center and in each of the eight residence halls, South Campus apartments, and in Sykes Student Union.

Students interested in acquiring a working knowledge of several commonly used software packages are encouraged to enroll in the introductory computing courses offered by the Department of Computer Science.

Major hardware facilities include an IBM mainframe, numerous NTAS file servers, PCs, Macintosh, SUN, and DEC workstations. Letter-quality laser printers also are available for student use.

Academic Computing Services is located in Anderson Hall, 610-436-3349. The West Chester University web site address is http://www.wcupa.edu.

Geology Museum

The West Chester University Geology Museum in Schmucker Science Center houses several collections of historic and scientific importance. Minerals from around the world, drawn from the collections of William Yocom and Ruth Bass, are on display. The collection of the late, well-known West Chester geologist Hugh McKinstry contains fine specimens found in Chester County, as well as specimens from notable localities world-wide and collections of other significant 19th century amateurs. A special cabinet with ultraviolet light houses selected specimens from the extensive collection of fluorescent minerals of John Stolar, Sr. Other exhibits include fossils, the geology of Chester County, and labels written by famous collectors and mineralogists. The museum is free and open to the public by appointment. Contact the Department of Geology and Astronomy at 610-436-2727.

WCU Observatory

The Department of Geology and Astronomy maintains an astronomical observatory on the roof of the Schmucker Science Center. The main instrument is an 11.5 inch reflecting telescope that can be used in either the Newtonian or Cassagrain format. The auxiliary telescopes include a pair of four-inch refractors, one used to project solar images in white light and the other equipped with a hydrogen alpha solar filter. A five-inch Schmidt camera also can be mounted on the telescope assembly.

The telescope system can be used for basic observing, astrophotography, photometry, and spectroscopy. The observatory is equipped with a graphics computer system and a video camera for picture capturing capabilities. The observatory is used as an astronomical laboratory for astronomy courses and as a research area for independent study for junior- or senior-level research projects.

WCU Planetarium

The Department of Geology and Astronomy operates the University Planetarium which houses a Spitz A-5 planetarium projector. The planetarium is used for astronomy class lectures and labs as well as for school and public programs. Approximately 70 schools and other groups attend the free programs each year, and annual attendance approaches 5,000. The planetarium dome is 10 meters in diameter, and the projector was rebuilt and upgraded by Spitz Space Systems in 1993. Persons interested in arranging group visits should contact the Department of Geology and Astronomy at 610-436-2727 for details.

Darlington Herbarium

The Darlington Herbarium, housed in Schmucker Science Center, is one of the most highly regarded historical collections of dried plant specimens in the East. Among the 20,000 specimens are plants collected by such famous explorers and botanists as Captain John Fremont, Thomas Nuttall, Sir William Hooker, C.S. Rafinesque, and George Englemann. More than 200 collectors from America's formative years of 1820 to 1850 are represented. The herbarium was the work of Dr. William Darlington (1782-1863), a member of the West Chester Cabinet of Science. Dr. Darlington was eminent in West Chester as a physician, educator, banker, businessman, historian, and botanist. His plants, however, were his first love. A state park has been established in northern California to preserve a rare species of insectivorous plant named in his honor — *Darlingtonia.*

Robert B. Gordon Natural Area for Environmental Studies

The University has conserved 100 acres of natural woodland and field and streamside habitat located on South Campus and uses it for several kinds of outdoor studies in the natural sciences. Dedicated in 1973, the area was named for Robert B. Gordon, faculty member and chairperson of the University's Department of Science from 1938 to 1963.

Francis Harvey Green Library

The Francis Harvey Green Library, located on the quad at the corner of

High and Rosedale, provides an excellent environment for study and research. The six-story facility has a variety of seating including individual study carrels, faculty and graduate lounges, a coffee shop, group study and seminar rooms, and general reading areas. The full-time library staff of 39 includes the director and assistant director of library services, 13 faculty librarians, and 24 library staff members.

The library's services and collection of more than 1.5 million items play a pivotal role in teaching and research at the University. Library materials include books, periodicals, microforms, maps, documents, videos, recordings, and a wide variety of digital materials. The vast majority of these materials are listed in PILOT, the library's web-accessible catalog (http://pilot.sshe.edu:8022).

Print Materials

- More than 560,000 books
- More than 4,500 subscriptions to current journals
- More than 130,000 government documents

Audio Visual Materials

- More than 6,000 films, videos, and DVDs
- More than 42,000 sound recordings

Microforms (Microfilm, Microfiche, Microcard, etc.)

- More than 890,000 books, journals, dissertations, and documents

Electronic Materials

- More than 100 indexes and other databases, some of which include the full text of articles (e.g., EBSCO Academic Search Premier and Lexis Nexis Academic Universe).
- Full text from more than 8,000 journals through publishers such as Cambridge and providers such as EBSCO, JSTOR, Lexis Nexis, and Project Muse
- More than 5,500 books through providers such as netLibrary, Safari, and xreferplus

Off-campus access to most library web resources requires the user to enter the 14-digit barcode number from a current WCU ID.

FHG Library resources provide an excellent basis for undergraduate research and compare favorably with those of other public and private academic libraries in West Chester's geographic area. Interlibrary Loan and PALCI E-Z Borrow via the web permit students and faculty to obtain materials from major libraries in Pennsylvania and around the world.

Noteworthy collections in the library include K-12 textbooks and instructional materials, children's literature, and maps. The library is a selective depository for government documents and maps. Special Collections includes the University Archives, the Stanley Weintraub Center for the Study of the Arts and Humanities; scientific and historical books from the Chester County Cabinet of Natural Sciences; the Normal Collection (publications by West Chester University faculty and alumni); the Ehinger Collection (historical books on physical education). FHG Library treasures include the complete set of the first four Folios of Shakespeare, and *The Biographies of the Signers of the Declaration of Independence* by John Sanderson (containing a biography of and a document signed by every signer of the Declaration). The Philips Collection of Autographed books is housed in a specially designed room in the Philips Memorial Building.

West Chester students and faculty may take advantage of the library's many services, including a reference, library instruction, copy machines, wireless laptops, Interlibrary Loan, and direct borrowing via the web. To add to the cultural enrichment of the University community, the library schedules informative displays and art exhibits throughout the year. The library maintains an extensive web site, http://www.wcupa.edu/library.fhg, which provides comprehensive information on and access to library resources and services.

Music Library

The Music Library is part of the University library. Located in Swope Hall, it houses an extensive collection of music, one of the largest of its kind in the Commonwealth of Pennsylvania. Its rapidly growing holdings include more than 32,000 scores (historical editions, collected works, opera, keyboard, and vocal and instrumental music) and more than 40,000 recordings (classical, folk, nonwestern, and popular). Listening facilities for 20 are available within the library.

Historical Properties

The Chester County Cabinet of Natural Sciences (1826-1871) and the West Chester Academy (1811-1871) merged to form the West Chester Normal School. West Chester University evolved from the Normal School. Among a number of historical properties that came to the Normal School from the Chester County Cabinet are a grandfather's clock that belonged the Benjamin Franklin, Anthony Wayne's telescope, an herbarium, library and museum collections, and the Anthony Wayne Letters, including letters to Wayne from George Washington, Benedict Arnold, and others. The letters and the library collections are housed in the FHG Library Special Collections.

Art Collections

The University's permanent art collection is made up primarily of gifts from interested art patrons, senior class purchases, and gifts from the alumni. The Student Services Inc. (SSI) permanent art collections is on display in buildings throughout the campus. The SSI collection consists of a number of important works, such as the watercolor, *Andress Place,* by Andrew Wyeth.

Speech and Hearing Clinic

The Speech and Hearing Clinic provides diagnostic and therapeutic services for persons with speech, language, and hearing problems. These services are provided free of charge to West Chester University students, faculty, and staff, and to students enrolled at Cheyney University. A fee is charged to others who wish to use the services of the clinic. Located at 201 Carter Drive (across Matlack Street from the Bull Center parking lot), the clinic is operated by the Department of Communicative Disorders as a teaching and training facility for its undergraduate and graduate students.

Admission to West Chester University

West Chester University welcomes applications from qualified residents of Pennsylvania, other U.S. states, and international students. The University evaluates its applicants on the basis of scholarship, character, and potential for achievement in the programs to which they apply. The University operates on a modified rolling admissions policy, whereby applicants with the strongest academic credentials are given priority processing and notified as quickly as possible of their status. Other applicants are evaluated as their files become complete and may have final decisions deferred until later in the processing cycle, depending upon their individual academic profile. All decisions are communicated to applicants in writing. Qualified students of any age from all racial, religious, ethnic, and socio-economic backgrounds are welcome at West Chester. Studies may be pursued on a full- or part-time basis.

General Requirements for Admission of Freshmen

1. Graduation, with satisfactory scholarship, from an approved secondary school or approval by the Credentials Evaluation Division of the Pennsylvania Department of Education.
2. Either a satisfactory score on the SAT of the College Entrance Examination Board (CEEB) or satisfactory scores on the tests given in the American College Testing Program (ACT). Applicants who graduated from high school more than five years ago do not need to submit test scores.

How and When Freshmen Should Apply

For application materials please write or call the Office of Admissions, West Chester University, West Chester, PA 19383, 610-436-3411 (or toll-free at 877-315-2165), e-mail ugadmiss@wcupa.edu, visit our web site at www.wcupa.edu or the State System web site at www.sshechan.edu.

Freshmen for the fall semester are urged to begin the application process early in their senior year of high school. Applicants for the spring semester should complete an application by December 1. However, if enrollment limits are met before these dates, admissions will be closed.

Candidates will receive notification from the director of admissions as soon as possible after decisions are reached.

Freshmen who are denied admission on the basis of academics will not be permitted to enroll as a nondegree student at the University but will be encouraged to consider a junior or community college as an alternative.

Policy on Early Admission

In exceptional circumstances, students with superior academic qualifications and unusually mature personal development are admitted as freshmen upon completing their junior year of secondary school. Students who, in the opinion of their guidance counselors, warrant consideration for early admission may obtain more information from the director of admissions. Early admission applications should be submitted in accordance with deadlines recommended for freshmen.

Arranging for Tests

Information about the SAT and ACT may be obtained from high school guidance counselors. It is the student's responsibility to ensure that all required test scores are forwarded to the Office of Admissions.

The University awards credit for courses taken through the Advanced Placement Program offered by the College Entrance Examination Board. Test scores of three or better are required and credit may be applied toward advanced placement in the University and/or requirements for graduation. Students are encouraged to submit their scores to the Office of the Registrar as early as possible to be scheduled appropriately for their first semester.

Transfer Students

Individuals who have been enrolled in any postsecondary institution after graduation from high school and/or have attended West Chester University on a nondegree basis must apply as transfer students. Applicants whose secondary school credentials would not warrant admissions consideration as freshmen must complete the equivalent of one full academic year prior to attempting a transfer. A minimum cumulative grade point average (GPA) of 2.00 is required for transfer consideration. However, the University's modified rolling admissions policy gives priority to applicants with the strongest academic credentials. In addition, some academic departments have established prerequisite course work and specific grade point average requirements for admission. Special consideration is awarded to graduates of Pennsylvania community colleges and to students transferring from other universities in the Pennsylvania State System of Higher Education. Specific information may be obtained from the Office of Admissions.

Transfer applicants for the fall semester should begin the application process early in the preceding spring semester. Spring semester applications should be completed by December 1. If enrollment limits are met before this time, admissions will be closed.

Application Procedures for Students Transferring from an Accredited Institution

1. File an application, available from the Office of Admissions or through the web at http://www.wcupa.edu.
2. See that the director of admissions receives:
   a. An official transcript from all institutions attended. If preliminary transcripts are submitted, the student must see that final transcripts are filed at the end of the semester.
   b. Mid-term grades, if the student is currently enrolled elsewhere and is applying to West Chester for the following semester.
3. If a student has completed less than 30 semester hours of credit, he or she must supply SAT or ACT scores and an official high school transcript.

If a student is accepted, admission is contingent upon successful completion of current course work with at least a C average as documented by transcripts of all work attempted or completed.

Transfer students should read "Maintenance of Academic Standards" in the "Academic Policies and Procedures" section of this catalog.

Transcripts will be evaluated in accordance with the policies of the department to which the student seeks admission. After the student has been admitted, he or she should work out an acceptable program of study in close consultation with an adviser in the major department.

Transfer applicants who are denied admission on the basis of academics will not be permitted to enroll as a nonde-

gree student without the approval of the Office of Admissions. Such approval may be rendered in the event of extenuating circumstances and only under certain agreed-upon conditions in accordance with University policy.

Academic Passport

The Board of Governors of the State System of Higher Education adopted an Academic Passport Policy effective January 1999. The goal of this policy is to facilitate transfer to State System universities from Pennsylvania community colleges and other System universities.

Pennsylvania community college students who have earned the associate of arts degree (A.A.) or the associate of science (A.S.) degree in a transfer program containing a minimum of 30 credits of liberal arts courses for the A.S. and 45 credits of liberal arts courses for the A.A. degree with a 2.00 GPA or above are considered to have an Academic Passport. Students completing 12 credits or more from another State System university with a minimum 2.00 GPA are said to have an Academic Passport as well. The transfer-credit provisions described in the Academic Passport are extended to community college students without an associate degree who transfer 12 or more credits to a System institution. In addition, West Chester University is extending the transfer-credit provisions to all transfer students from accredited institutions, effective January 1999.

The Academic Passport policy states

> *Up to a maximum of 45 general education credits and liberal arts course credits shall be used to meet lower-division university general education requirements, even if the receiving university does not offer the specific course being transferred or has not designated that course as general education. A course-by-course match shall not be required.*

Transfer credit not applied to general education will be applied to major requirements and other degree requirements.

Please note: Students must meet the admissions standards for their selected program of study, and enrollment limitations may restrict the number of students who can be accommodated.

Specifics of this policy can be obtained from the Office of Admissions or the Office of the Registrar.

Students are urged to apply early and submit transcripts from transfer institutions as soon as possible so that students have maximum information on course equivalency and which requirements have been met.

University Policies for Students Transferring from a Nonaccredited Institution

Applicants from collegiate institutions (including community colleges and junior colleges) that are *not accredited* by one of the six regional associations in the United States will be considered for admission if the applicant's cumulative index is 2.00 (C) or better.

The evaluation of courses listed on transcripts from an institution not accredited by one of the six regional associations will be made by the student's major department in consultation with the faculty dean and transfer credit analyst. All evaluations are subject to review by the provost and academic vice president.

International Students

Students from foreign countries may be considered for degree admission if, in addition to satisfying the general requirements, they also demonstrate proficiency in English. Standardized test scores from one of the following must be submitted with the application: Test of English as a Foreign Language (TOEFL), SAT, or American College Test (ACT). Non-native English speakers are encouraged to submit the TOEFL; a minimum score of 550 is required for the written exam, and at least 213 for the computer-based test.

International students are admitted for both the fall and spring semesters. Applications for the fall must be submitted to the Office of Admissions by May 1, while applications for the spring semester should be submitted by August 1. All students are required to submit an application fee. Accepted students must be able to verify their ability to fully meet all educational and living expenses before any immigration documents can be issued. Because of the amount of time it takes for a student visa to be secured, international applicants are encouraged to complete the admissions process well in advance of the May 1 and August 1 deadlines.

Insurance Requirements for International Students

International students at West Chester University are required to carry adequate health and accident insurance. Insurance must be effective for all periods of time the student has been authorized to be in the United States by an immigration document issued by West Chester University.

Health and accident insurance policies must be purchased through a company that sells insurance in the United States. West Chester University has set minimum coverage standards which must be met by all insurance policies. Information about the minimum standards are available at the Center for International Programs Office, 610-436-3515.

To assure compliance with the insurance requirement, all international students must come to the Center for International Programs by September 1 of each academic year. There students may obtain information as to the amount of insurance required and the means of obtaining coverage to meet the insurance requirement.

Physical Examination Requirements

Applicants are not asked to submit a report of medical history until they have been accepted for admission and have committed to enroll. The form for the necessary health examination, which will be mailed to students, must be completed by a physician and returned to the University Health Center prior to the start of classes.

Students with Disabilities

West Chester University will make every effort to assure students with disabilities access to all classes required for their program of study and will endeavor to remove all obstacles to a fulfilling, comprehensive university experience.

Students should contact the Office of Services for Students with Disabilities in Room 105 Lawrence Center to arrange suitable accommodations. Additional information can be obtained by calling 610-436-2564.

Second Baccalaureate Degree

An individual may pursue a second baccalaureate degree at West Chester University after earning the first baccalaureate degree either at West Chester University or another institution. Such an individual must apply for admission through the Office of Admissions as a transfer student.

Admission of College Graduates Seeking Certification

College graduates who wish to obtain teaching certification should consult with the Teacher Education Center, 610-436-3090.

Readmission of Former Students

Students who have withdrawn from, or who for other reasons have not matriculated at, West Chester for two or more consecutive semesters are classified as "inactive" and must request an application for readmission from the Office of Admissions. After an absence of only one

semester, students wishing to return should contact the Office of the Registrar and their department advisers. Those who have attended any institutions of higher learning since leaving West Chester must request those institutions to forward transcripts of their records to the Office of Admissions, West Chester University, West Chester, PA 19383.

Readmitted students who have a disability that they previously did not disclose but wish to do so should contact the Office of Services for Students with Disabilities (OSSD) at 610-436-2564. These students will be informed of the appropriate documentation to submit as well as the assistance and support services available to them. Students who believe that their disability had an effect on their previous course work at the University and wish to have this fact considered should include that information in their personal statement. They also may wish to seek the support of the OSSD in the readmission process.

Readmitted students are bound by the requirements in general education, major, minor, and cognate areas at the time of readmission, except where permission is granted by the respective department concerning departmental requirements.

Students intending to enroll in student teaching in the first semester of readmission must file an application for student teaching with the individual departments at least four months before their expected readmission. See also "Student Teaching" in the section entitled "Academic Affairs."

All readmission applications, including all supporting documents, should be filed by August 1 for the fall semester and December 1 for the spring semester.

Office of Admissions Staff

Marsha Haug – Director of Admissions
Edwin Wright – Associate Director
Courtney Hoover – Coordinator of Transfer Admissions
Angela Howard – Assistant Director
Heather Irwin – Assistant Director
Angel Harper Jackson – Coordinator of Multicultural Student Recruitment
Molly Nece – Assistant Director of Admissions and Financial Aid

Fees and Expenses

Special Note: The fees listed below reflect charges at press time. For up-to-date information on fees at any given time, contact the Office of the Bursar, 610-436-2552.

Fees and expenses are subject to change without notice. Fees shown here are in effect for the academic year 2004–2005, unless otherwise noted.

Tuition Rates

The following tuition rates are those in effect for 2003–04 and are subject to change for 2004–05.

Unless otherwise specified, fees may be paid by Visa, MasterCard, American Express, check, or money order made payable to West Chester University. The canceled check, money order record, or charge card billing serves as a receipt.

Undergraduate Tuition for Legal Residents of Pennsylvania

Full-time students (between 12-18 credits) $2,299.00 per semester

Part-time students (11 credits or less), or per credit for each credit over 18 $192.00 per credit

See the Office of the Registrar for residency requirements.

Undergraduate Tuition for Out-of-State Students

Full-time students (between 12-18 credits) $5,748.00 per semester

Part-time students (11 credits or less), or per credit for each credit over 18 $479.00 per credit

General Fee

The general fee of $534 per full-time student (12 credits or more) or $44 per credit hour for the part-time student (11 credits or less) is a mandatory charge which covers the use of the following services:

- **Sykes Student Union Fee** ($55) Previously called the community center fee, this charge is for the operation and use of Sykes Student Union.
- **Health Center Fee** ($65) This charge is for the use of the University Health Center.
- **Student Services, Inc. (SSI) Fee** ($88) The SSI fee funds student activities, services, clubs, and sports.
- **Sykes Student Union Expansion Fee** ($60) This fee supports the recent renovation of Sykes Student Union, which features new and improved student services.
- **Educational Services Fee** ($230) (10% of in-state undergraduate tuition or $230 using 2003–04 tuition schedule) Students pay this fee in lieu of specific department charges.
- **Parking Improvement Fee** ($36) This fee is dedicated to improve the quality and availability of campus parking for students. The fee will provide for new student parking spaces, improved shuttle service, and safety improvements.

Technology Tuition Fee

This mandatory instructional fee will be used to enhance classroom technology. All charges are per semester.

Legal residents of Pennsylvania:

Full-time undergraduate and graduate $50.00

Part-time undergraduate and graduate $25.00

Out-of-state students:

Full-time undergraduate and graduate $75.00

Part-time undergraduate and graduate $38.00

Summer will be considered as one semester. Students enrolled in multiple summer sessions will be charged no more than the equivalent of the full-time semester rate.

Housing Fee

North Campus Residence Halls – This fee entitles the student to occupancy of a standard double room in any **University-owned** residence hall with one roommate.

Per student $1,954.00 per semester

South Campus Apartment Complex – This fee entitles the student to occupancy of a four- or five-person apartment in a **University-owned** with the following bedroom occupancy:

Single occupancy bedroom (per student) $2,464.00 per semester

Double occupancy bedroom (per student) $2,267.00 per semester

Students in the North Campus residence halls losing their roommates who do not have another roommate assigned to them will be assigned a roommate, be relocated, or charged a private room fee of $41 per week for every week that they occupy

the room alone. These options are available on a limited basis; however, available spaces will be used if demand requires.

Accommodations in affiliated housing (University Hall and The Village at West Chester University) are arranged through a private management company contracted by University Student Housing and are not included on the University bill. More information about these accommodations, including costs, may be obtained by calling 610-436-2368 or at www.wchousing.com.

Meal Fee

All students residing in a North Campus residence hall (including affiliated housing, University Hall) must be on the University meal plan as a condition of occupancy. Students with medical problems who cannot meet this requirement may request a meal waiver. Residents of the South Campus Apartment Complex and The Village at WCU, as well as off-campus and commuting students, may purchase any meal plan offered or obtain meals at the transient rate.

Meal plans consist of 26 meal zones per week: 19 traditional breakfast/brunch, lunch, and dinner zones, plus seven late-night zones. The following plans are available to resident students:

- Variable 10 meals per week, plus $100 flex: $856 per semester
- Variable 14 meals per week, plus $100 flex: $937 per semester
- Variable 19 meals per week, plus $100 flex: $1,012 per semester

For the above meal plans, the meal week runs from Saturday brunch through Friday late night. With these plans the diner can choose any combination of meals, but will forfeit any unused meals at the end of the meal week.

Additional meal plan options for resident students include:

- Block Plan of 175 meals per semester, plus $100 flex: $909 per semester
- Block Plan of 225 meals per semester, plus $100 flex: $995 per semester

Block plans run the entire semester, so the diner can use them in any number configuration throughout the semester, but must use them up by the end of the semester or forfeit the remaining meals.

South Campus residents (apartments and The Village), off-campus students, and commuters may select any of the above plans in addition to the following:

- Block Plan of 75 meals per semester plus $100 flex: $515 per semester
- Flex-only Plan (must begin with $100 minimum account and can add in $25 increments). Flex dollars not used by the end of the fall semester will be transferred to the spring semester. However, any unused flex dollars at the end of the spring semester will be forfeited. Students who leave the University at the end of fall semester will forfeit any remaining flex dollars.

All meal plans may be used in the following locations: Lawrence Dining Hall; the Diner; C-Stores/Grill operations; and the Ram's Head Food Court. National brands, such as Chick-fil-A, Subway, Einstein's Bagels, and Freshens will take cash and flex only. Students in North Campus residence halls will have their meal plan cost included in their University bill. Off-campus, commuter, and South Campus Apartment/Village students can sign up for a meal plan by applying at the Office of the Bursar in the E.O. Bull Center. Any meal plan changes must be submitted within the first two weeks in the beginning of each semester. After that deadline, the assistant vice president for student affairs must approve any change requests. The diner is permitted to use four meals in one day and may combine up to two meals per meal zone to convert to the meal/cash allowance. Diners may use five of their meals per semester for a guest.

Identification Card Fees. The University charges a $10 fee to issue an identification card to each full- or part-time student. If this card is lost, stolen, or damaged, the student will be charged $10 for a replacement card. This fee is payable at the Student Services, Inc. (SSI) service center located on the ground level of Sykes Student Union.

International Student Services Fee

International students are assessed a fee of $25 per semester to support the services provided to them by the International Program Office.

Payment of Fees

Fall semester bills should be received by mid-July. Spring semester bills should be received by the first week of December. If you do not receive a bill, contact the Office of the Bursar at 610-436-2552. It is the responsibility of each student to pay/submit the semester bill by the due date. Students who fail to pay or submit their bill by the due date will be assessed a $50 late payment fee.

Nonreceipt of a semester bill does not relieve the student of the responsibility of paying/ submitting the bill by the due date. Address changes should be made through the Office of the Registrar to allow for sufficient time to reflect an accurate billing address.

Students who are receiving approved financial aid awards that fully cover or exceed the amount of their bills do not have to pay, but they must submit to the Office of the Bursar the appropriate portion of their semester bill to complete registration. **Failure to return the bill, even if no payment is due, may result in the cancellation of registration/ schedule and the assessment of late penalties.** Students who cannot pay their bills in full by the due date may apply for partial payment (see "Partial Payment Policy" below).

Failure to meet the payment deadline could result in cancellation of the student's schedule. In order to have another schedule reinstated, the student would have to pay his or her bill in full as well as a $35 late registration fee.

Students who owe money to the University will have a **hold** placed on their accounts. If not satisfied, this hold will cancel registration/scheduling for future semesters, prevent the release of transcripts, and prohibit graduation clearance. The University also may, at its discretion, invoke any other penalty appropriate for a particular case in which money is owed to the University.

Partial Payment Policy

The University extends partial payment privileges to all students who are in good financial standing and have not defaulted on a previous payment plan. The nonrefundable fee charged for this service is $35 per semester. Installment payments received late are subject to a $25 late payment fee. For more information about the plan offered, contact the Office of the Bursar at 610-436-2552.

Uncollectible Check Policy

A fee of $25 is charged for any check returned to the University for insufficient funds, stopped payment, or closed account. The University may, at its discretion, charge this fee for any check returned to it for any other reason.

The check will be returned to the student upon its replacement through cash, cashier's check, MasterCard, Visa, American Express, or money order. Students who have two or more checks returned against their accounts will no

longer be able to make payment by personal check; all future payments must be made by cash, certified check, MasterCard, Visa, American Express, or money order.

Refund Policy

All requests for refunds for dropped or canceled courses, or for withdrawals, must be made in writing or in person to the **Office of the Registrar.** Refunds are not automatic; it is the student's responsibility to initiate a refund request. Appeals concerning the refund policy for tuition and the general fee are made to the Office of the Registrar. Appeals concerning the Housing or Meal Fee are made to the Office of Residence Life. Further appeals, if necessary, may be made to the Appeals Committee.

The refund policy does not affect the time line for W grades as described under "Withdrawing from a Course" (see page 42).

Individual fees will be refunded according to the policies described below.

Tuition – in full through the first day of the semester or according to the following schedule once classes have begun. (This schedule assumes that the student account is paid in full and that the percentages apply to the total tuition bill, not to a partial payment of tuition.)

Withdraw during	Receive tuition and general fees refund
Through 1st day of semester	100%
Days 2–5 of 1st week of semester	90%
2nd week of semester	80%
3rd week of semester	70%
4th week of semester	60%
5th week of semester	50%
6th week of semester and after	No refund

No refund will be given if the student drops a course but retains full-time status, or if he/she owes the University money.

General Fee – in full through the first day of the semester and prorated on a credit-hour basis for a change from full-time to part-time status. A change in the number of credit hours within the full-time status (12 credit hours or above) does not result in a refund of the General Fee; however, a change within the part-time status (below 12 credit hours) will result in a per-credit-hour adjustment according to the refund schedule used for tuition refunds.

Housing Fee (University-owned housing) – in full prior to the first day of the semester; after the first day of the semester, prorated refunds are made on an individual basis through the Office of Residence Life and Housing Services. **For affiliated housing, please contact the private management company operating the property.**

Meal Fee – in full prior to the first day of the semester; after the first day of the semester, prorated refunds are made on an individual basis through the Office of Residence Life for resident students, and through the Office of the Bursar for commuter students.

Other Fees

Application Fee. $35 is charged to all prospective students for the processing of their applications to the University. The fee is nonrefundable and is not credited to the student's account.

Nondegree Student Application Fee. Nondegree students are charged a one-time $15 initial processing fee.

Acceptance Fee. All newly accepted and readmitted students pay $100 as proof of intention to enroll at the University. It is credited against the student's tuition and is nonrefundable if the student decides not to attend.

Housing Deposit. All new and returning students who wish to live in **University-owned housing (residence halls and the South Campus Apartment Complex)** are charged $100. It is credited against the student's housing fee and is nonrefundable if the student **is approved to not live in campus housing.**

Late Payment Fee. Students who fail to pay or submit their semester bills by their due date will be assessed a $50 late payment fee. Nonreceipt of a bill does not relieve students of the responsibility of paying or submitting their bill by the due date. For those paying by mail, please allow sufficient time for payment to reach the University by the due date. Financial aid students who fail to confirm their attendance by the due date, even if no payment is due, will also be liable for this fee.

Late Registration Fee. All students who schedule during the late registration period are charged a $35 nonrefundable late registration fee.

Credit by Examination Fee. A charge is made to all students who register for a Credit by Examination through the Office of the Registrar. Each examination scheduled costs $25.

Portfolio Assessment Fee. Equal to 50 percent of the per credit hour rate, this fee is charged to have a faculty member assess a student's prior knowledge in a particular course.

Course Audit Fee. Students who audit courses pay the same fees as students taking the courses for a letter grade.

Damage Fee. Students are charged for damage or loss of University property. This fee varies, depending on the extent of the damage.

Identification Card Fees. The University charges a $10 fee to issue an identification card to each full- or part-time student. If this card is lost, stolen, or damaged, the student will be charged $10 for a replacement card. This fee is payable at the Student Services Center Office, Sykes Union.

Parking Fees. The University charges a nonrefundable parking fee to students who are eligible to purchase a permit to use University parking lots. The current parking fee is $30 per year. Parking permits are available at the Department of Public Safety. Parking fines are assessed at $10 up to $40 depending on the violation.

Music Instrument Rental Fees. Each student renting a musical instrument for a semester is charged $20 per instrument. Every student using a pipe organ for practice for one period each weekday is charged $36 per semester.

Lost Key Replacement. Students who lose the key to their **University-owned** residence hall room or **South Campus Apartment bedroom** are charged a nonrefundable fee of $30 to replace the lock.

Transcript Fee. The fee for transcripts is $3 per copy. Transcript request forms are available in the Office of the Registrar. Immediate transcripts are $5 per request.

Commencement Fee. The University charges $56 to all students enrolled in a degree program who will have fulfilled their degree requirements by the end of the semester. This fee is paid after the student completes a Graduation Application Form in the Office of the Registrar and is approved for graduation.

Placement Credentials Fee. This $10 charge covers the cost of registration, development, and updating a student's credentials file in the Twardowski Career Development Center. The fee entitles the student to five mailings of credentials, as well as a personal copy.

Fees for Health and Physical Education Majors. Students in the B.S. degree programs in health and physical education must purchase uniforms at the University Bookstore. All students must be in proper uniform for activity classes.

Financial Aid

The financial aid program at West Chester University provides financial assistance and counseling to students who can benefit from further education, but who cannot obtain it without such assistance. Financial aid consists of gift aid in the form of scholarships or grants, and self-help aid in the form of employment or loans. The main responsibility for meeting educational expenses rests with students and their families. Financial aid is a supplement to family contribution and is to be used for educational expenses.

Eligibility for financial aid, with the exception of some private scholarships and the Parent Loan Program, is based on demonstrated financial need. Family income, assets, and family size influence a student's demonstrated financial need.

All documents, correspondence, and conversations among the applicants, their families, and the Office of Financial Aid are confidential and entitled to the protection ordinarily arising from a counseling relationship.

In order to receive financial aid, the student must:

1. Be accepted for admission as a degree student enrolling at West Chester University, or, in the case of a student already attending the University, be enrolled and making satisfactory academic progress as a degree student. See the Office of Financial Aid for a more detailed explanation of this requirement.
2. Submit a Free Application for Federal Student Aid before March 1 for priority consideration. This application will be used to determine demonstrated financial need for the student. All students are encouraged to complete this application.
3. Apply for the state grant program in his or her state of legal residence.
4. Submit any other requested documentation concerning financial and family circumstances that may be requested by the Office of Financial Aid, or any agency that administers financial assistance programs. Financial aid applicants may be required to submit copies of their IRS forms, and/or their parents' forms, or various other income-related documents.

Submission of the above does *not* automatically entitle a student to receive financial aid. The Office of Financial Aid follows the regulations established by the federal government in awarding aid. Aid applicants are ranked according to unmet need (based on budget, federal and state grants, and expected family contribution), and available funds are offered to the neediest students first. *Students must apply for financial aid each academic year.*

Unless otherwise specified, requests for scholarships, grants, loans, and employment opportunities described in this catalog should be made to the Office of Financial Aid. Application forms for state and federal grants may be obtained from the Office of Financial Aid at West Chester University and from the offices of most high school guidance counselors. Questions concerning financial aid may be directed to the Office of Financial Aid, 138 Elsie O. Bull Center, West Chester University, West Chester, PA 19383, 610-436-2627. Office hours are from 8 a.m. to 4:30 p.m., Monday through Friday.

Withdrawal/Enrollment Change and Aid

Students who officially withdraw or change their enrollment status may be entitled to a refund of certain fees, according to West Chester University's policy. (See section entitled "Fees and Expenses.") If that student has been awarded financial aid for the semester in which the withdrawal or enrollment change occurs, a portion of the refund will be *returned to financial aid program funds.*

Financial aid refunds due to withdrawals or enrollment changes are processed in accordance with federal, state, and awarding agency guidelines and regulations. The Office of Financial Aid recalculates federal* financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60 percent of a semester.

Recalculation is based on the percent of earned aid using the following formula:

Percent earned =
Number of days completed up to withdrawal date**/total days in semester

Federal financial aid is returned to the federal government based on the percent of unearned aid using the following formula:

Aid to be returned =
(100% - percent earned) x amount of aid disbursed toward institutional changes

When aid is returned, the student may owe a debit balance to the University. The student should contact the Office of the Bursar to make arrangements to pay the balance.

Student Consumer Rights and Responsibilities

You have the right to ask a school:

1. The names of its accrediting organizations.
2. About its programs; its instructional, laboratory, and other physical facilities; and its faculty.
3. What the cost of attending is and what its policies are on refunds to students who drop out.
4. What financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs.
5. What the procedures and deadlines are for submitting applications for each available financial aid program.
6. What criteria it uses to select financial aid recipients.
7. How it determines your financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc. are considered in your budget. It also includes what resources (such as parental contribution, other financial aid, your assets, etc.) are considered in the calculation of your need.
8. If you have a loan, what the interest rate is, the total amount that must be repaid, the length of time you have to repay the loan, when payments are to begin, and any cancellation and deferment provisions that apply.
9. If you are offered a work study job, what kind of job it is, what hours you must work, what your duties will be, what the rate of pay will be, and how and when you will be paid.
10. To reconsider your aid package, if you believe a mistake has been made.
11. How the school determines whether you are making satisfactory academic

* Federal financial aid includes the Federal Pell Grant, SEOG Grant, Perkins Loan, Federal Stafford Loan, and Federal PLUS Loan.

**Withdrawal date is defined as the actual date the student began the institution's withdrawal process, the student's last date of recorded attendance, or the midpoint of the semester for a student who leaves without notifying the institution.

progress, and what happens if you are not.
12. What special facilities and services are available to the disabled.

You have the responsibility to:
1. Review and consider all information about a school's program before you enroll.
2. Pay special attention to your application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay your receipt of financial aid.
3. Provide all additional documentation, verification, corrections, and/or new information requested by either the Office of Financial Aid or the agency to which you submitted your application.
4. Read and understand all forms that you are asked to sign and keep copies of them.
5. Accept responsibility for the promissory note and all other agreements that you sign.
6. If you have a loan, notify the lender of changes in your name, address, or enrollment status.
7. Perform in a satisfactory manner the work that is agreed upon in accepting a college work study job.
8. Know and comply with the deadlines for application for aid.
9. Know and comply with your school's refund procedures.

THE FOLLOWING IS A BRIEF DESCRIPTION OF THE FINANCIAL AID PROGRAMS AVAILABLE AT WEST CHESTER UNIVERSITY.

Federal Work Study Program

Federal work study is an employment program that allows students to work part time on campus. Application is made through the Free Application for Federal Student Aid. The priority deadline is March 1.

Federal Perkins Loan Program

The Office of Financial Aid administers the Federal Perkins Loan Program for students who demonstrate financial need. The annual loan limit is $4,000, with aggregate limits of $20,000 for students who have successfully completed two years of an undergraduate program leading to a bachelor's degree (but have not completed that degree) and $8,000 for all other students. The interest rate is 5 percent and begins to accrue when repayment commences – nine months after the student leaves school or drops below half-time status. There are deferment and cancellation privileges for students meeting specific criteria. Application is made through the Free Application for Federal Student Aid. The priority deadline is March 1.

Federal Stafford Loan Program

This loan program, formerly the Guaranteed Student Loan Program, operates with the cooperation of private lenders (banks, credit unions, etc.). Loans for students who demonstrate need are subsidized (no in-school interest payments); loans for students who do not demonstrate need are unsubsidized (in-school interest payments required). Annual loan limits are $2,625 for first-year students, $3,500 for second-year students, and $5,500 for undergraduate students who have completed two years. Independent students may borrow additional unsubsidized funds: up to $4,000 per year for their first two years, and up to $5,000 per year after they have completed two years. The academic level maximum amounts are *not guaranteed.* The loan amount is influenced by the receipt of other aid. The interest rate for first-time borrowers is variable, not to exceed 8.25 percent. For subsidized loans, it begins to accrue when repayment commences—six months after the student terminates his or her education or drops below half-time status. The Master Promissory Note and the Free Application for Federal Student Aid must be filed.

Federal Parent Loan for Undergraduate Students (PLUS)

The Federal PLUS program operates through private lenders. Parents may borrow up to the cost of education minus other aid for each dependent student attending a postsecondary educational institution for each academic level. The interest rate is variable, not to exceed nine percent, and repayment commences 60 days after disbursement of the loan funds. Applications are secured at lending institutions.

Short-Term Emergency Loan

Students in need of funds to cover unusual or emergency education expenses may contact the Office of the Bursar concerning the Short-Term Emergency Loan Program. The maximum loan is $200.

Federal Pell Grant

This is the federal grant program. All students are encouraged to apply for a Federal Pell Grant. Students receive notification of eligibility in the form of a Student Aid Report. Interested students must file the Free Application for Federal Student Aid. Deadline is May 1 of the current academic year.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG program is federally funded and administered by the Office of Financial Aid. A student must demonstrate financial need and be an undergraduate. Students must file the Free Application for Federal Student Aid. The priority deadline is March 1.

State Grants

PENNSYLVANIA HIGHER EDUCATION ASSISTANCE AGENCY (PHEAA) GRANT. The Commonwealth of Pennsylvania, through PHEAA, makes state grants available to students who demonstrate financial need and are Pennsylvania residents. PHEAA requires that students successfully complete at least 24 credits for each full-year grant awarded. Students must file the Free Application for Federal Student Aid. Deadline is May 1.

The Commonwealth of Pennsylvania has entered into reciprocal agreements with the following adjacent states: Delaware, West Virginia, and Ohio. Residents of these states who wish to attend West Chester University are permitted to use state grants from their home states for educational expenses at West Chester. Some other states not adjacent to Pennsylvania may permit their residents to use state grants for attendance at West Chester University. Students should contact the agency for higher education in their states for more information.

Scholarships and Awards

*ACADEMIC ACHIEVEMENT AWARDS. Awards of $4,000 each (one-time awards) are given to freshmen.

ACME MARKETS, INC. SCHOLARSHIPS. Acme Markets, Inc. sponsors four-year scholarships for six entering freshmen. Students are to be enrolled in a degree program in business, management, or marketing and have a career interest in retail management or related area. Recipients will also participate in an Acme internship or co-op program. The scholarships are renewable provided all scholarship requirements are maintained. Applications will only be accept-

ed every four years beginning with the 1996-97 academic year.

THE J.PETER ADLER PRIZE FOR EXCELLENCE IN THEATRE. The J.Peter Adler Prize for Excellence in Theatre has been funded through individual, family, and group gifts to honor the memory of J.Peter Adler, son of WCU President Madeleine Wing Adler. The prize is awarded annually to West Chester University seniors who have exhibited strong talent in theatre, and who will be continuing their education in a graduate degree program.

LENORE ALT EXCELLENCE IN LEADERSHIP AWARD. This $500 award, which was established by Lois Alt, associate professor of vocal and choral music, in memory of her mother, will be presented to a junior woman music major with a 3.25 GPA, who has completed all theory and history of music 200-level courses.

WEST CHESTER UNIVERSITY ALUMNI ASSOCIATION SCHOLARSHIP FUND. A scholarship fund was established by the Alumni Association of West Chester University in 1974 to benefit the students of West Chester University. The criteria for selection are scholarship, leadership, character, and need. Scholarships may be awarded to sophomores, juniors, and seniors. Applications are available from the Office of Financial Aid or the Office of Alumni Relations. The awards are generally made on Alumni Day each year and are applied to the students' course fees for the next academic year. Scholarship amounts vary.

GERALDINE RUTH DALEY ANDERSON SCHOLARSHIP. This fund was established to honor Mrs. Geraldine Daley Anderson '34 by a gift from her husband, Robert S. Anderson, M.D. The awards from the fund are restricted to physical education majors who are graduates of high schools in Lackawanna, Luzerne, and Wyoming counties in Pennsylvania. Students also must have financial need and demonstrate academic achievement. Preference will be given to women students. The value of the award is estimated at $1000. Applications may be obtained from the Office of Financial Aid.

ROBERT S. ANDERSON '23 SCHOLARSHIP. Robert S. Anderson '23 created this endowed scholarship in his will to benefit West Chester University students with financial need. Renewable scholarships will be awarded to incoming students with satisfactory academic standards and financial need.

SANDRA ALESIA ATKINS MEMORIAL SCHOLARSHIP. This scholarship is awarded annually as a memorial to Sandra Alesia Atkins, a member of the class of 1981, to an outstanding music student from Overbrook High School in Philadelphia who enrolls at West Chester University as a candidate for the B.M. degree in music education. The recipient will be selected by the School of Music upon recommendation of the Overbrook High School Music Department.

HERBERT BELLER SCHOLARSHIP IN GEOLOGY. Established by Mr. and Mrs. Herbert Beller, this scholarship is awarded annually (renewable) to an outstanding junior or senior geology major who needs assistance to pay tuition. The Department of Geology chair will select the recipient; the dean of the College of Arts and Sciences also must approve the selection.

BENZING FAMILY SCHOLARSHIP. Cynthia Benzing, professor of economics and finance at West Chester University, and her spouse, William Benzing, instructor of history at Delaware County Community College and a tax consultant, have established this fund. The scholarship is awarded through the Department of Economics and Finance to an outstanding senior in the department.

*BOARD OF GOVERNORS SCHOLARSHIPS. Merit-based renewable scholarships available to incoming freshmen who are residents of Pennsylvania. Awards are based on the successful completion of an academic high school program, satisfactory SAT/ACT scores, high school rank, and academic record. The Free Application for Federal Student Aid also must be completed.

ELIZABETH O'BYRNE BORZ '41 SCHOLARSHIP. This scholarship provides $500 annually to an entering freshman with a B average and is renewable providing a 3.0 GPA is maintained as an undergraduate at the University.

GEORGE AND SUSAN BOYER ORGAN SCHOLARSHIP. This scholarship was created by alumni George Boyer '69 and Susan Boyer '79 to assist a talented incoming student whose main area of performance is the organ. In the even that there is no incoming student eligible for the scholarship, it may then be awarded to a current organ major who meets the criteria of excellence.

CAROL BRANCA SCHOLARSHIP. This scholarship, established by the Branca family in honor of Carol Branca, is awarded to a B.A. communications studies major who has an overall GPA of 3.5 or better at the end of the first semester of the sophomore year. To qualify, students must have completed three semesters at the University, and a minimum of 15 credits per semester. The scholarship is renewable provided the recipient continues as a communications studies major and maintains a GPA of 3.5 or better. Transfer students with more than six credits are not eligible for the scholarship. The minimum award is currently $500.

JUSTO B. BRAVO SCHOLARSHIP IN CHEMISTRY. This award is available to a full-time student majoring in chemistry. Applications are made to the Department of Chemistry.

LAURY SAMUEL BROKENSHIRE SCHOLARSHIP. This scholarship is presented annually as a memorial to Laury Brokenshire '59 by his parents, Mr. and Mrs. James R. Brokenshire of Reading. It is awarded to an outstanding junior class music student selected by the School of Music faculty.

ROBERT M. BROWN ENDOWED SCHOLARSHIP FOR PHYSICS. This scholarship was established by alumnus Robert M. Brown '38 for a worthy full-time sophomore, junior, or senior undergraduate physics major. The scholarship is renewable if the recipient maintains the required 3.0 GPA.

BONNIE CLAIRE BRUNO ENDOWED SCHOLARSHIP. One $500 award is made to an outstanding full-time student in the College of Arts and Sciences who is a Pennsylvania resident, demonstrates financial need, and has a cumulative GPA of at least 3.00.

DIANE AND ROGER CASAGRANDE SCHOLARSHIP. Established by Drs. Diane and Roger Casagrande, this scholarship is awarded to a full-time communication studies or pre-engineering declared major with a cumulative GPA of 2.5 or higher and a consistent record of considerable campus and community service. The scholarship is renewable but not automatically so. The selection committee will consist of the chairs from the departments of Physics and Communication Studies, as well as a graduating senior for either department as invited by the chairs.

CAVALCADE OF BANDS SCHOLARSHIP. This award is sponsored joint-

ly by the Cavalcade of Bands Association and the School of Music. The recipient(s) must be admitted in good standing to the music program at West Chester University and selected by the director of the winning band(s) in each category of the American and Yankee Conferences. The awards are determined annually. Normally, one student from each of the four winning bands will be selected to receive a $1,000 tuitional scholarship.

ROBERT L. CARL MEMORIAL KEYBOARD SCHOLARSHIP. Two scholarships are awarded to freshman keyboard majors, in honor of the late Robert L. Carl, former chairperson of the Department of Keyboard Music, who taught piano at the University from 1946 until 1971. Applications are made to the dean of the College of Visual and Performing Arts.

PAUL E. CARSON BAND SCHOLARSHIP. This award has been made possible by the generosity of Paul E. Carson, former chair of the Instrumental Department and a member of the University faculty for 28 years. Scholarships are awarded to freshmen majoring in band instruments.

VINCENT D. CELENTANO MEMORIAL SCHOLARSHIP. This scholarship is awarded as a memorial to Dr. Vincent D. Celentano, musician, scientist, and Explorer Committee member. Eligible freshmen in the School of Music must be affiliated with Exploring or the Senior Branch of Scouting.

ELVA L. BOYER CHAMBERLIN '31 SCHOLARSHIP. This scholarship is awarded to an academically qualified student who demonstrates financial need, with preference given to a student studying in the field of education. Awards are made by the University Scholarship Committee based on recommendations from the director of financial aid.

CHESTER COUNTY ALUMNI CHAPTER SCHOLARSHIP. The West Chester University Chester County Alumni Chapter sponsors a scholarship for a Chester County high school graduate and freshman. The $500 award is funded through contributions from chapter members. Applications may be obtained through the Office of Financial Aid and the Office of Alumni Relations.

CLASS OF 1920 SCHOLARSHIP. This fund was established by the Class of 1920 through a gift on the occasion of the class's 65th reunion. The award is made to a student who has completed one year of study at the University or to an outstanding freshman. Documented financial need and demonstrated leadership qualities are essential. The amount will be no less than $500. Application forms are available through the Office of Financial Aid.

CLASS OF 1937 SCHOLARSHIP. This scholarship fund was established by the Class of 1937 as a golden anniversary gift to West Chester University on the 50th reunion of the class. The scholarships are awarded to entering freshmen based on scholarship, leadership, character, and financial need. The awards are generally made on Alumni Day each year and are applied to tuition fees for the academic year. Applications are available from the Office of Development and Alumni Relations or the Office of Financial Aid. Selection of recipients will be made by the Scholarship Committee of the Alumni Board of Directors.

CLASS OF 1938 SCHOLARSHIP. This fund was established by the Class of 1938 as a Golden Anniversary Gift to the University at the 50th reunion of the class. The award is to be made to a student who has successfully completed one academic year at West Chester and is based on leadership, scholarship, character, and financial need. Application forms are available through the Office of Financial Aid.

CLASS OF 1942 SCHOLARSHIP. Established by the Class of 1942, this scholarship is awarded to a student enrolled in the College of Education with a record of high academic achievement, demonstrated financial need, and evidence of contributions to the campus community through volunteer activities.

CLASS OF 1943 MATH SCHOLARSHIP. This scholarship was initiated by two Class of 1943 members to improve the teaching of math on the middle school and secondary levels. It is awarded annually to an undergraduate who intends to teach mathematics, exhibits excellence in that discipline, and will help foster the job of problem solving in others. Applications are made through the Department of Mathematics.

CLASS OF 1943 TEACHER EDUCATION SCHOLARSHIP. The Class of 1943 of West Chester State Teachers College established this scholarship on the occasion of its 60th reunion held May 3, 2003. The scholarship is awarded annually to an incoming student in the field of education who demonstrates both financial need and high academic standards. Recipients are chosen by the Office of Admissions.

CLASS OF 1948 SCHOLARSHIP. The Class of 1948 initiated this scholarship as a gift in celebration of its 50th reunion. Recipients must be a junior, have a minimum GPA of 3.0, major in an area of teacher education, and be active in at least one school-sponsored extracurricular activity. The scholarship is renewable provided the minimum 3.0 GPA is maintained. The minimum award is currently $750.

CLASS OF 1951 SCHOLARSHIP. The Class of '51 established this scholarship as a gift in celebration of its 50th reunion in May 2001. The award is made to an incoming freshman who plans to major in education, has a cumulative high school grade average of "B" or better, participated in extracurricular or community activities, and demonstrates financial need. The scholarship is renewable provided the recipient maintains an overall 3.0 average at West Chester University.

CLASS OF 1957 SCHOLARSHIP. This fund was established by the Class of 1957 to assist entering freshmen with demonstrated exemplary achievement in mathematics or science and English. Application forms are available through the Office of Financial Aid.

CLASS OF 1967 SCHOLARSHIP. Established by the Class of 1967, this scholarship is awarded to a deserving incoming freshman.

CLASS OF 1970 SCHOLARSHIP. This fund was made available through the Class of 1970 on its 15th reunion in 1985. The award is to be made to a student who has demonstrated academic achievement and good University citizenship. The amount is no less than $100. Application forms are available through the Office of Financial Aid.

JOHN T. COATES HORN SCHOLARSHIP. This scholarship was established in 1987 as a memorial to John T. Coates by his wife and daughters. It is awarded to a talented incoming freshman whose major performing area is the French horn.

COLLEGE OF EDUCATION ENDOWMENT. The College of Education Endowment was created by John F. Kenny '32 in memory of his wife, Vera A. Kenny, and in recognition of Clarence L. McKelvie '24, professor of education. Awards or loans will be made to academically deserving students under the guidance of the dean of the College of Education.

COLONIAL SCHOLARSHIP FOR BUSINESS STUDY. This scholarship

is awarded to incoming freshmen with demonstrated financial need from Plymouth Whitemarsh High School enrolled in the College of Business and Public Affairs.

*CONNELLY FOUNDATION SCHOLARSHIP. The Connelly Foundation, established in 1955 by Mr. and Mrs. John F. Connelly (deceased), provided the funds for this endowed scholarship. Awards will be made to deserving graduates of Catholic high schools in the five-county Philadelphia area including Chester, Delaware, Montgomery, Bucks, and Philadelphia counties.

SAMUEL RUSSELL COSBY, JR. ENDOWED SCHOLARSHIP (VOICE). This scholarship was created to honor Samuel R. Cosby, Jr. '44 by his nephew Bill Cosby. The scholarship will be awarded to an incoming freshman who plans to attain a bachelor of music degree in performance, with a concentration in vocal performance. It is restricted to students from William Penn High School, High School for the Creative and Performing Arts, or Bodine Magnet School. The College of Visual and Performing Arts dean will select the recipient.

PAT CROCE SPORTS MEDICINE ENDOWED SCHOLARSHIP. The scholarship was established through a personal gift from Pat Croce to recognize and reward outstanding students in the sports medicine program.

KENDALL PARIS DAVIS SCHOLARSHIP. This scholarship is awarded to an incoming, full-time, female student from Delaware with demonstrated financial need and deep academic desire.

CLIFFORD DeBAPTISTE SCHOLARSHIP. Named in honor of Clifford DeBaptiste, former mayor of the Borough of West Chester, community leader, and local businessman, this scholarship will assist qualified traditional and nontraditional social work students from both the B.S.W. and M.S.W. programs. Requirements include excellence in academic achievement, demonstrated community leadership initiatives, and a demonstrated commitment to bicultural and bilingual social work practice. Initial assistance in the range of $500 will be provided for book funds and/or travel assistance to and from practicum assignments.

ERIC S. DELLECKER '84 SCHOLARSHIP. This scholarship for pre-medical students was established in memory of Eric S. Dellecker by his parents. Recipients are chosen by the University Pre-Medical Committee based on academic achievement and the completion of one academic year in the pre-medical program.

PHILLIP B. DONLEY AWARD. This scholarship was established by the athletic training alumni and is awarded to a junior majoring in athletic training. The recipient will be chosen based on GPA, clinical evaluations, and service (professional, University, and community).

*RALPH H. DeRUBBO ENDOWED SCHOLARSHIP FUND. This scholarship was created by Ralph H. DeRubbo '47 to assist a student in financial need.

FREDERICK DOUGLASS SOCIETY SCHOLARSHIP. Scholarships are available to minority students who are enrolled full time. Applicants must demonstrate their ability to make a positive contribution to the University and/or community through active involvement. Applications and guidelines are available during the spring semester in the Office of Financial Aid.

DR. ROBERT E. DRAYER MEMORIAL AWARD. An annual award for the senior who graduates with the most distinguished record in history, in memory of Dr. Robert E. Drayer, assistant professor of history, who died in 1968. The Department of History selects the recipient.

*ROBERT EDWARD DRAYER SCHOLARSHIPS. There are three renewable Drayer Scholarships. The four-year full scholarship is given to a freshman history major with strong academic achievement; it covers in-state tuition, fees, room, and board. The two-year full scholarship also covers in-state tuition, fees, room, and board, and is awarded for academic merit each year to a history major who will be returning to West Chester University as a junior. The $2,000 four-year partial scholarship is awarded each year to a freshman history major on the basis of need and merit.

EARTH AND SPACE UNDERGRADAUTE SCHOLARSHIP. Awards will be made to junior or senior majors in B.S. geoscience or B.S.Ed. earth and space sciences on the basis of academic achievement, financial need, and personal characteristics. Recipients will be chosen by vote of the faculty in the Department of Geology and Astronomy.

FACULTY AWARD. A certificate presented annually to a graduating senior in the Department of Nursing who, in the opinion of the department faculty, demonstrates "outstanding ability and exceptional commitment to professional nursing."

FACULTY SCHOLARSHIP FUND. Annual awards of $200 each are made in May to undergraduate students on the basis of academic ability and financial need. Applications are made to the Faculty Scholarship Fund.

DR. AND MRS. ALBERT E. FILANO MATHEMATICS SCHOLARSHIP. Dr. Filano served the University for more than 35 years as a mathematics professor, department chair, division director, academic vice president, interim president, and adviser to the Newman Center. The scholarship fund was established as part of the naming of Filano Hall, dedicated on August 19, 2000, the 50th wedding anniversary of Dr. Albert E. and Mary Rita Filano. The scholarship is awarded to an incoming student majoring in mathematics with a demonstrated commitment to the community through service/volunteerism. It is renewable if the recipient remains a mathematics major and maintains a GPA of at least 2.70.

DEBRA POLLARD FORD '76 MARKETING SCHOLARSHIP. Inter-Media Marketing and American Telecast Corporation established this scholarship in memory of Debra Pollard Ford '76, an educator who later served as the director of training and development at Inter-Media Marketing. The scholarship is awarded annually to a marketing major who is selected by the Department of Marketing faculty.

WEST CHESTER UNIVERSITY FOUNDATION GRANT. The West Chester University Foundation has modest funds available for grants to needy students. Any student who is about to complete, or has completed, his/her first year may apply. In evaluating applications, the foundation will give special attention to those who are active in all facets of University life. Each year, applications for the fall semester should be submitted by May 1, and for the spring semester by December 1.

*MELVIN L. FREE SCHOLARSHIP. This scholarship was established by Melvin L. Free, a member of the class of 1932. It is offered to an incoming freshman with a strong academic record.

CHARLES S. AND MARGHERITA GANGEMI MEMORIAL SCHOLARSHIP. Established in memory of the parents of retired music faculty member Charles D. Gangemi, this scholarship is

awarded annually to two students in the School of Music. One award is to an entering freshman piano major, to be selected by the Department of Applied Music. The other award is to an undergraduate or graduate theory and/or composition major, to be selected by the Department of Music Theory and Composition.

RAYMOND AND MAY GRAYSON FRIDAY MEMORIAL SCHOLARSHIP. This scholarship was established by Dr. Raymond Friday, professor of vocal and choral music, in memory of his parents. It is awarded annually to a freshman voice major who is selected in the spring semester on the basis of scholarship and vocal achievement.

MIRIAM GOTTLIEB PIANO SCHOLARSHIP. This award has been made possible through the generosity of Mrs. Miriam Gottlieb, who was a member of the University's Department of Keyboard Music faculty from 1946 until her retirement in 1975.

MICHAEL C. GREY AWARD. This award was established in memory of Michael C. Grey '89 by Barbara J. Brown, an alumnus and former faculty/staff member.

BESSIE GRUBB SCHOLARSHIP FOR GRAPHIC ARTS. Named for Bessie Grubb, who was employed at West Chester University in the School of Education's Visual Aids Department for 30 years until her retirement in 1969, this scholarship is awarded to a junior with a concentration in graphic design or photography.

THE JOHN GUTSCHER MEMORIAL SCHOLARSHIP IN MUSIC EDUCATION. This award, presented for the first time in 1988, is based on music student teaching excellence, academic excellence, and financial need. The award was established by the family of John Gutscher, a former music faculty member. The student or students are selected by the music student teaching supervisors with the approval of the Department of Music Education.

*EVELYN H. HALDEMAN SCHOLARSHIP. This scholarship was established by Evelyn H. Haldeman, a member of the class of 1944. One-time awards are made by the University Scholarship Committee to students based on need, above-average scholarship, and citizenship.

MAZIE B. HALL SCHOLARSHIP. This scholarship was established in honor of Mazie B. Hall '24 who worked all of her adult life to establish better relations among individuals.

*DR. CLIFFORD H. HARDING ARTS AND SCIENCES SCHOLARSHIP. This scholarship was established by a bequest from Dr. Clifford H. Harding, former professor of history and chair of the Department of Political Science. Awards of $2,000 each will be made to qualified entering freshmen with several renewable for the second year. Applicants to majors in the College of Arts and Sciences will be invited to apply based on a review of their high school rank, high school GPA, and total SAT scores. Selection will be made by a faculty committee from the College of Arts and Sciences.

*DR. CLIFFORD H. HARDING BUSINESS AND PUBLIC AFFAIRS SCHOLARSHIP. This scholarship was established by a bequest from Dr. Clifford H. Harding, former professor of history and chair of the Department of Political Science. Awards of $1,000 each will be made to qualified entering freshmen. Applicants to majors in the College of Business and Public Affairs will be invited to apply based on a review of their high school rank, high school GPA, and total SAT scores. Selection will be made by a faculty committee from the College of Business and Public Affairs.

JACK GARDENER HAWTHORNE SCHOLARSHIP (ART). Made possible by Jack Hawthorne, this scholarship is awarded to a first-year art major based on the quality of his or her portfolio. Applicants are encouraged to submit their portfolio in August for review and selection by the Department of Art faculty.

LEONARD HOCKENSMITH MEMORIAL SCHOLARSHIP FOR PHI KAPPA SIGMA. This fund was established in memory of Leonard Hockensmith '91, a history major and Phi Kappa Sigma brother, who was active in his fraternity and campus organizations, which included being a cartoonist for the *Quad*. The scholarship will be awarded to a Phi Kappa Sigma brother or a relative of a Phi Kappa Sigma alumni brother from any chapter who is active in extracurricular activities, has a cumulative GPA of at least 2.60, and is in good standing with the fraternity and the campus community.

ALEXANDER VON HUMBOLDT FOREIGN LANGUAGE SCHOLARSHIP. This fund was established in honor of the German naturalist Alexander von Humboldt (1769–1859), pre-eminent scholar of his time who explored much of Latin America, collecting and cataloging the flora of the New World and is considered the founder of plant geography. The recipient should be a foreign language major who plans to continue with graduate study, or a junior or senior foreign language major enrolled in a study abroad program.

MARY LOUISE TURNER HOPKINS '43 AWARD. This award was established by John Feelye Hopkins '43 in memory of his wife Mary Louise Turner Hopkins and has been permanently endowed through his recent bequest. It is presented annually to a senior majoring in special education.

HELEN TAPPER IVINS '35 ENDOWED SCHOLARSHIP. The Helen Tapper Ivins '35 Endowed Scholarship was established by Mrs. Ivins's sister, Marie Tapper Lewis '32, and her son, C. Stephen Lewis, in memory of Helen Tapper Ivins, a member of the West Chester University History/Social Studies Department who also served on one of the school's first scholarship committees. The Ivins Scholarship is awarded to an undergraduate student with a minimum grade point average of 3.0 who is studying to become a history/social studies teacher. Applications can be made through the Department of History.

MARION PETERS IRVIN ENDOWED SCHOLARSHIP. This scholarship was established by family members to assist an upperclass education major, committed to teaching, who has financial need.

ANN JOHNS SCHOLARSHIP. This scholarship is awarded by the Faculty Dames of West Chester University to undergraduate women who are at least 25 years old and enrolled in degree programs. Contact the Office of Financial Aid for additional information and application forms.

ARTHUR E. JONES MEMORIAL SCHOLARSHIP. Talent in the choral conducting area is the consideration for this annual award to a music student in remembrance of Dr. Arthur E. Jones, former chair of choral music. To be eligible, a student must be a junior who has completed a course in choral conducting. A 2.0 overall GPA and a 2.5 music GPA are required. The Department of Applied Music selects the recipient.

CAROLYN KEEFE SCHOLARSHIP. The Carolyn Keefe Scholarship was established to honor Dr. Carolyn Keefe, professor emerita of communiations studies, former longtime professor of speech communication, and a director of forensics at WCU. To qualify for the scholarship, a student must have completed at least two

years on the Forensics Team, return to the University and participate in active competition the following year, have a minimum GPA of 3.0, and be a member of Pi Kappa Delta, national forensics honorary.

VERA A. KENNY SCHOLARSHIP. This renewable award is made to an incoming freshman enrolled in College of Education.

DEPARTMENT OF KINESIOLOGY SCHOLARSHIP. Three scholarships are awarded to any sophomore, junior, or senior student in health and physical education. Applications are made to the chairperson, Department of Kinesiology.

CHARLES KING '32 AND DOROTHY ECKMAN KING '32 SCHOLARSHIP. An annual $600 award was established by family members to honor Charles and Dorothy King. No limitations are set for recipients who will be determined through the Office of Financial Aid.

CHARLOTTE E. KING SCHOLARSHIP. This endowed scholarship was established by N. Ruth Reed in memory of Dr. Charlotte E. King, former University professor and first chair of the Elementary Education Department. The committee from the department will select an elementary education recipient.

DAVID S. KONITZER ENDOWED MEMORIAL SCHOLARSHIP. This scholarship honors the memory of David S. Konitzer, a West Chester University senior who was tragically killed in an automobile accident. The scholarship is awarded to a sophomore, junior, or senior Chester County resident who plans to teach physical education and who meets other scholarship requirements.

FRITZ K. KRUEGER MEMORIAL VOICE SCHOLARSHIP. Two scholarships, endowed by the Krueger family, for freshmen who are vocalists are awarded in honor of the late Fritz K. Krueger, who taught in the Department of Vocal and Choral Music from 1961 until 1971. Applications are made to the dean of the College of Visual and Performing Arts.

STANLEY H. AND FLEURETTE LANG/NORTHEAST HIGH SCHOOL SCHOLARSHIP. This scholarship was established by the Northeast High School Alumni Association and is awarded to a Northeast High School graduate based on high scholastic standing, class rank, SAT scores, service to Northeast High School, good character, school and community citizenship, and financial need. The scholarship is renewable through four years.

LEONARD LAUBACH MUSIC SCHOLARSHIP. Alumnus Leonard Laubach '40 established this scholarship to fund scholarships for music students. Awards are determined by the School of Music Faculty Scholarship Committee.

MEL LORBACK ENDOWED SCHOLARSHIP FUND. Established by Jerad L. Yeagley '62, this scholarship honors Mel Lorback, former WCU soccer coach and professor. The scholarship will assist a male soccer player with outstanding academic and leadership qualities, with preference given to physical education majors.

LEWIS H. MARSHALL AWARD. An annual award is made to a senior in the social and behavioral sciences whose leadership, professional promise, and academic achievement are outstanding. It is made available by the Chester County Association of Township Officials, and the awardee is selected by a committee of faculty selected from appropriate disciplines.

CHARLES MAYO SCHOLARSHIP. This award of approximately $250 is made annually in memory of Dr. Charles Mayo, a political scientist, who was president of West Chester University from 1974 until 1982. It is made by vote of the political science faculty to an outstanding junior or senior in the discipline. Details are available through the Department of Political Science.

JAMES E. McERLANE SCHOLARSHIP FOR INTERNATIONAL STUDY. This award is presented to a student with academic ability and financial need for study abroad. The scholarship was established in honor of James E. McErlane, Esq. by his friends in the Chester County community.

*MARTHA FORD McILVAIN SCHOLARSHIP. Established by Martha Ford '52 and Donald McIlvain, this scholarship provides annual assistance to entering freshmen of high academic promise, and is renewable through graduation provided a minimum 3.0 GPA is maintained.

NANCY R. McINTYRE MEMORIAL SCHOLARSHIP. This scholarship is awarded to an incoming freshman from Pennsylvania who has been diagnosed with multiple sclerosis or has some other physical disability. Preference will be given to students enrolling in the College of Arts and Sciences or the College of Education. Applicants should demonstrate extracurricular involvement and leadership capabilities through service or group work.

DR. ALAN P. MEWHA ENDOWED SCHOLARSHIP. Established by Dr. Pricilla Alden Mewha in memory of Dr. Alan P. Mewha and his instructors Miss Harriet Elliot and Miss Leone Broadhead, this scholarship is awarded to an outstanding upperclass geography major.

S. POWELL MIDDLETON MEMORIAL SCHOLARSHIP. This is an annual award to a freshman music student for talent and achievement on an orchestral instrument. The award honors the former conductor of the University Symphony Orchestra who died in 1970.

DOROTHY GIVEN MILLER AND FRANK WILLIAM MILLER SCHOLARSHIP. This scholarship was established by Dorothy Given Miller '19 and Frank William Miller '20. Recipients must have successfully completed one year at the University and demonstrate academic achievement, leadership, strength of character, and financial need. Application forms are available from the Office of Financial Aid.

LLOYD C. MITCHELL PIANO SCHOLARSHIP. This scholarship was established in honor of Dr. Lloyd C. Mitchell upon his retirement in 1971 after 35 years' service at the University, including 20 years as chair of the Department of Music and dean of the School of Music. It is awarded annually to a freshman music student selected by a piano faculty jury. Applications are made to the dean of the College of Visual and Performing Arts.

MICHAEL P. MONTEMURO MATH SCHOLARSHIP. This scholarship was established by the Montemuro family in memory of math professor Dr. Michael P. Montemuro. A $1,000 scholarship for tuition will be awarded to an incoming freshman who is enrolled in the B.S.Ed. degree program in mathematics. Selection by a Department of Mathematics committee will be based on the high school record of the candidates, including SAT scores, class rank, courses, grades, and recommendations.

AGNES MONTEMURO SCHOLARSHIP. This scholarship is awarded to an honors graduate of Interboro High School, with preference given to a student planning to major in education. The Interboro High School guidance staff, administration, and senior teachers choose recipients.

MICHAEL MOROCHOKO MEMORIAL PIANO AWARD. The

Department of Applied Music presents a scholarship annually to an outstanding junior music student majoring in piano. This award is a memorial to Michael Morochoko, father of a former student.

CONNIE MURRAY SCHOLARSHIP FOR PIANO. The Main Line Music Teachers established this $300 award in memory of Connie Murray, one of their members, who championed the cause of private music teachers. The scholarship is presented each year to a piano pedagogy major and selected by the Department of Applied Music in the College of Visual and Performing Arts.

NATIONAL GUARD OFFICERS SCHOLARSHIP PROGRAM. Upon certification by the appropriate National Guard official as being eligible, students may register for a given semester by paying 25 percent of tuition costs plus all other fees. The University will bill the National Guard directly for the remaining 75 percent of the tuition charges.

NEW JERSEY ALUMNI SCHOLARSHIP. The New Jersey Chapter of the West Chester University Alumni Association sponsors two annual $500 scholarship awards. These awards are available to students who are New Jersey residents and are funded by the contributions of New Jersey alumni. Applications may be obtained through the Office of Financial Aid and the Office of Alumni Relations.

CHARLOTTE W. NEWCOMBE FOUNDATION SCHOLARSHIP. This scholarship is awarded to undergraduate women who are at least 25 years old and enrolled in their junior or senior years. Selection is based on scholastic ability, financial need, and special life circumstances. Contact the Office of Financial Aid for additional information and application forms.

DOROTHY NOWACK SCHOLARSHIP. This award was established in memory of Dorothy Nelson Nowack, a professor of public health at West Chester until her retirement in 1991. Recipients will be seniors with 90 credits who are studying public health/health promotion, have a 3.3 or higher cumulative GPA, and exhibit a commitment to professional activities and service to the University, a department, or outside community.

OFF-CAMPUS STUDENT ASSOCIATION SCHOLARSHIP. This scholarship is awarded annually by the Off-Campus Student Association to undergraduate commuters who are involved with off-campus activities.

RICHARD PACIARONI '55 SCHOLARSHIP. This endowed memorial scholarship for geography, established by the Paciaroni family, is awarded annually to an undergraduate geography major or graduate student for enrichment activities or career/professional development. Recipients are required to have a 3.0 GPA in geography major and are chosen by the Department of Geography faculty.

THEODORA PANDEL MEMORIAL PIANO SCHOLARSHIP. This award is presented through the generosity of Praxiteles Pandel, retired associate professor of piano.

EDITH HARMON PARKER BLACK CAUCUS ALUMNI CHAPTER SCHOLARSHIP. This scholarship was established through the estate of Edith Harmon Parker '33 and is awarded to a student with good academic standing studying a discipline related to human relations, with preference given to black students.

HILLARY H. PARRY MEMORIAL SCHOLARSHIP. An annual award to a junior music student, granted for scholarship, citizenship, and achievement in vocal study. The scholarship is in remembrance of a former teacher of voice. A 2.0 overall GPA and a 2.5 music GPA are required.

BLANCHE STRETCH PETERSON PIANO/ORGAN SCHOLARSHIP. This scholarship is awarded to an incoming freshman from New Jersey whose main area of performance is the piano or organ, with preference given to a student from Salem or Cumberland counties.

PHI MU ALPHA SINFONIA, POWELL MIDDLETON AWARD. An annual award in memory of S. Powell Middleton is presented by the Rho Sigma chapter of Phi Mu Alpha Sinfonia men's music fraternity. It is based on outstanding musicianship, scholarship, and character. Applications are made to the dean of the College of Visual and Performing Arts.

WILLIAM PYLE PHILIPS SCHOLARSHIPS. Awarded annually to juniors and seniors who are natives of Chester County on the basis of demonstrated scholastic ability. Funds are available for approximately eight scholarships to cover the basic tuition. Application forms may be secured in the Office of Financial Aid.

*PRESIDENTIAL SCHOLARSHIP. These merit-based, renewable scholarships are awarded to incoming freshmen based on the successful completion of an academic high school program, SAT or ACT scores, high school rank, and academic record. For additional information and application forms, contact the Office of Admissions.

PRESSER SCHOLARSHIP. This is a grant of $1,000, consisting of $500 from the Theodore Presser Foundation and $500 from the College of Visual and Performing Arts, to be applied toward tuition in a student's senior year. It is awarded by the president of the University to the student majoring in music who achieved the highest cumulative GPA at the end of the junior year, having completed no less than 95 credits at West Chester University. During the recipient's senior year, the student will be known as the Presser Scholar, denoting a reward for excellence with the hope that the award will help the student not only financially, but also in his/her future career.

N. RUTH REED HEALTH DEPARTMENT SCHOLARSHIP. This scholarship is sponsored by the West Chester University Department of Health. Applicants must be students at West Chester University (specifically, undergraduate health majors with sophomore academic status or better), possess a cumulative GPA of at least 3.0, and demonstrate high moral character, positive personality traits, and evidence of genuine interest and aptitude in working in the health field. For information contact the Department of Health.

WINIFRED PIERSOL REESER '43 ENDOWED SCHOLARSHIP. This scholarship supports an upperclass student who is committed to the field of kinesiology and maintains a GPA of at least 3.0.

REISS FOREIGN STUDIES ENDOWED SCHOLARSHIP. Retired faculty member Mary Ann Reiss created this scholarship for students majoring in French, German, Russian, or Spanish who plan to study abroad.

FRANCIS J. REYNOLDS SCHOLARSHIP. This scholarship is awarded by the Department of Chemistry to a chemistry major who has successfully completed one year at the University. Applications are available through the Department of Chemistry.

LEAH GALLAGHER RIDDLE '41 ENDOWED SCHOLARSHIP. This scholarship was established as a memorial to alumna Leah Gallagher Riddle '41 by her family and friends. It will be

awarded annually to an exemplary upperclass student whose major is in early childhood and/or elementary education.

ALFRED D. ROBERTS FOREIGN LANGUAGE SCHOLARSHIP. This fund was established in honor of Dr. Alfred D. Roberts, professor of foreign languages at West Chester University from 1959 through 1988. He founded the Department of Foreign Languages and the Junior Year Abroad program at West Chester, and served as the president of the Faculty Senate. The scholarship recipient will be a student with outstanding achievement in the study of a foreign language but does not need to have a major or minor in foreign language.

SARTOMER COMPANY ENVIRONMENTAL SCHOLARSHIP. A $1,500 annual environmental award is presented to a sophomore or junior who is a Pennsylvania resident and has fulfilled a number of chemistry courses including the chemistry of the environment course. Recipients must have a minimum overall GPA of 3.0 and a 3.2 GPA in the sciences as well as write an essay judged by a company representative.

MABEL KRING SCHAFFER '10 SCHOLARSHIP. This award was established in memory of Mabel Kring Schaffer through the estate of her daughter, Nancy E. Schaffer, class of 1949. It will be awarded to a worthy student with financial need as determined by the offices of Admissions and Financial Aid.

ANNE M. SCHAUB MEMORIAL SCHOLARSHIP. The Anne M. Schaub Memorial Scholarship is awarded annually to a kinesiology major who is entering the second semester of the sophomore year. A minimum 3.0 GPA is required.

CLARENCE SCHOCK FOUNDATION SCHOLARSHIPS. The Clarence Schock Foundation provides a limited number of scholarships for four years of study at West Chester University at a rate of $1,000 per year ($4,000 total value). High school students qualified for college admission or high school graduates who have not attended college on a full-time basis may compete for a Schock Foundation Scholarship when their legal residences are located in the following Pennsylvania counties: Adams, Berks, Chester, Cumberland, Dauphin, Delaware, Lancaster, Lebanon, and York. A student attending the Shippensburg, Boyertown, Spring-Ford, or Williams Valley High Schools in Pennsylvania whose residence is outside the aforementioned area is considered in the SICO Company service area and may apply for a scholarship. No distinction is made on the basis of sex, race, or religious belief.

SCHOOL OF MUSIC STRING SCHOLARSHIP. Two scholarships are awarded to incoming freshmen who are string majors.

EVERETT E. SHAEFER MEMORIAL ENDOWED SCHOLARSHIP. Established by R. Elizabeth Wyers Shaefer '44 in memory of her husband, this scholarship assists a performing musician enrolled in any music degree program with a minimum 2.0 cumulative GPA with a minimum 2.5 GPA in music.

DR. AHMAD H. SHAMSEDDINE MEMORIAL AWARD. An annual award is given to an outstanding student in the field of business/economics, in memory of Dr. Ahmad H. Shamseddine, associate professor of economics, who died in 1971.

VIOLA B. SHAY SCHOLARSHIP (VOICE). Viola B. Shay was the beloved aunt of Mr. Tom Gordon, who established this scholarship. Ms. Shay was a soprano who was active in the Matinee Music Club of Philadelphia for many years. This scholarship is awarded annually to a talented incoming vocal major as selected by the vocal/choral faculty.

JANE ELIZABETH SHEPPARD VOCAL/CHORAL SCHOLARSHIP. This award was established in honor of Jane E. Sheppard upon her retirement in May 1987 after 34 years of service in the Department of Vocal and Choral Music. The recipient of this monetary award will be selected on the basis of outstanding participation in vocal and choral activities, which must include four semesters of Chamber Choir, scholarship, and personal qualifications.

JESSE V. SILVANO SCHOLARSHIP. This scholarship was established in memory of Jesse V. Silvano, a West Chester University student. To qualify, recipients must be a sophomore, junior, or first-semester senior, have a minimum GPA of 2.5, be committed to completing an undergraduate degree in criminal justice, have an interest in attending law school, be active in campus or community activities, and have financial need.

ROB SIMON MEMORIAL AWARD. This award has been established by Joseph and Janice Simon, alumni of the School of Music, and the late Dr. Irving H. Cohen, a member of the School of Music faculty for many years, in memory of Rob Simon, who was a double bass major at the University. The competition is open to double bass majors during their junior or senior year.

VINCENT D. AND MARY R. SKAHAN SCHOLARSHIP. The scholarship, in honor of Vincent D. and Mary R. Skahan, benefits graduating seniors from West Catholic High School who have been accepted for admission to West Chester University. Recipients must have a cumulative B average upon graduation from West Catholic. The scholarship is renewable provided the recipient maintains a 3.0 GPA. The minimum award is currently $500.

GREG SMITH MEMORIAL SCHOLARSHIP. An annual scholarship of $100 is presented by the baseball club in memory of a former baseball captain and president of the baseball club.

W. W. SMITH CHARITABLE TRUST. The W.W. Smith Charitable Trust was established in 1977 under the will of William Wikoff Smith, an important supporter of educational opportunity in the Delaware Valley. Established through his will, the W. W. Smith Charitable Trust has carried on Smith's work. Funds from this program are used to support students from middle-income families who might not qualify for other aid. The funds also support students enrolled in the academic development program at West Chester University. For additional information, contact the director of the academic development program or the Office of Financial Aid.

SOPHOMORE MUSIC EDUCATION SCHOLARSHIP. Three scholarships are given annually to music education sophomores. University citizenship and musical performance as well as a 2.0 overall GPA and a 2.5 music GPA are required. Applications are made to the dean of the College of Visual and Performing Arts.

SOPHOMORE MUSIC SCHOLARSHIPS. These awards are presented annually to three sophomore music students, one each in the areas of instrumental, vocal, and keyboard. Recipients must exhibit good citizenship and performance skills, as well as have an overall 2.0 GPA and a 2.5 GPA in music. Auditions for the scholarships are held in the fall semester.

CHARLES A. SPRENKLE ENDOWED SCHOLARSHIP. Created by family and friends, this scholarship honors Dr. Charles A. Sprenkle, who joined the faculty in 1955 and was appointed dean of

the School of Music in 1971. The scholarship is awarded annually, at the beginning of the fall semester, for tuition assistance to the sophomore who achieved the highest grade point average during the previous year as a full-time freshman enrolled in the School of Music.

DR. ETHEL M. STALEY SCHOLARSHIP. Established in memory of Dr. Ethel M. Staley, who taught French at West Chester from 1930 to 1952, this scholarship is awarded annually to an outstanding graduate or undergraduate student in French.

JANE B. SWAN SCHOLARSHIP. Sponsored by the Women's Institute of West Chester University, a scholarship of approximately $500 is awarded annually to a woman student who is completing an interrupted education. Application forms are available at the Women's Center and the Office of Financial Aid.

DR. CHARLES S. SWOPE SCHOLARSHIP FOUNDATION. A Memorial Scholarship Trust Foundation established by Charles E. Swope and Richard M. Swope in memory of Dr. and Mrs. Charles S. Swope. Dr. Swope served as president of West Chester University for a quarter of a century. Applicants must be full-time students enrolled in their junior year. Scholarships are $1,000 each; up to 15 may be awarded annually. Applications must be filed on or before April 1. Selection is made during May with scholarships commencing in September.

WILLIAM A. AND BARBARA V. TAYLOR SCHOLARSHIPS. Mrs. Barbara Taylor Toland established this endowed scholarship in memory of her first husband of 35 years, William A. Taylor. Two renewable, full-tuition scholarships are awarded to incoming freshmen, one to a Chichester High School graduate and one to a Sun Valley High School graduate. The recipients are to be deserving students who have not qualified for any other scholarships or financial aid at the University.

S. ELIZABETH TYSON MEMORIAL SCHOLARSHIP. This scholarship is awarded to an outstanding undergraduate student in the Department of Communicative Disorders.

ROBERT M. VALYO SCHOLARSHIP. The scholarship honors Chief Robert M. Valyo, who served as chief of police in Whiteland Township, Chester County. To qualify, recipients must be criminal justice majors entering their junior or senior year and have an overall minimum GPA of 3.0. The minimum award is currently $500.

JOY VANDEVER ENDOWED SCHOLARSHIP. Established by the friends of Joy Vandever upon her retirement from the West Chester University faculty, this scholarship is awarded to a music major who finishes among the top 50 percent in the Parry Junior Year Voice Competition.

EARLE C. WATERS ENDOWED SCHOLARSHIP. This scholarship was established in memory of Earle C. Waters, former professor of health and physical education and coach of nationally renowned soccer, track, and gymnastics teams. Awards will be made to students demonstrating financial need who have completed their first year with a GPA of no less than 2.8 in the Department of Kinesiology with a concentration in the teaching of health and physical education, and who have demonstrated qualities of a well-rounded citizen by participating in and contributing to the success of University or community-sponsored activities. Awards will be made by a committee from the College of Health Sciences.

WEST CHESTER UNIVERSITY MERIT SCHOLARSHIPS. These one-time scholarships are awarded to incoming freshmen who demonstrate high academic achievement.

MYNN DIEFENDERFER WHITE '27 HONORS SCHOLARSHIP. This scholarship has been endowed in honor of Mynn Diefenderfer White by her husband, Paul, her two children, Cynthia and Jim, and three of her grandchildren. The $1,000 scholarship is awarded annually to a rising junior who is a member in good standing of the University honors program, is active in the Honors Student Association, and who demonstrates leadership in the campus community. The award is renewable for the second year provided the recipient maintains the standards for which they were initially selected.

HARRY WILKINSON MUSIC THEORY SCHOLARSHIP. This scholarship is awarded to a sophomore music student during the spring semester on the basis of talent and achievement in the areas of music theory, ear-training, and sight singing. The scholarship fund has been established by Dr. Harry Wilkinson, retired professor in the Department of Music Theory and Composition.

LOIS WILLIAMS ENDOWED SCHOLARSHIP. This scholarship was established by Lois Williams, the former choral conductor and vocal professor who retired in 1991 after 36 years of service to the University. It is awarded to a student in any music degree program within the School of Music who has earned a minimum cumulative GPA of 3.0 in all music subjects. The student must be at least in his or her third semester of Concert Choir. The candidate for this scholarship will be selected by the conductor of the Concert Choir and will be presented to a student whose leadership and responsibility as a member of the Concert Choir is an obvious indication of this person's potential as a musician/educator.

DR. CARLOS ZIEGLER SCHOLARSHIP. This $500 award is presented annually to a junior student majoring in early childhood or elementary education. The recipient must have a 3.0 GPA or higher, and show leadership and potential as an early childhood or elementary teacher.

RUTH WALDMAN ZOLL SCHOLARSHIP. This fund was established through the generosity of the late Mrs. Ruth Waldman Zoll '28. These scholarships are especially for students who have significant need. One scholarship each year is reserved for a student entering the University from a high school in Berks County where Mrs. Zoll resided. Award amounts vary and application forms may be obtained from the Office of Financial Aid.

*Students accepted to the University prior to January 15 who have demonstrated outstanding achievement will be invited to apply for these merit scholarships. Candidate selection is based on academic performance, involvement, and accomplishment, and is determined by the University Scholarship Committee.

Student Affairs

The administration of West Chester University is committed to providing a comprehensive educational experience for students. To accomplish this mission, the Division of Student Affairs provides a variety of services and programs to complement the classroom experience. The goal of the division is to assist students in their intellectual, social, and psychological growth and to contribute to developing a campus community where knowledge, citizenship, critical thinking, and social concerns are basic values.

Offices within the Student Affairs Division include Athletics, Career Development, Children's Center, Counseling and Psychological Services, Greek Life and Student Organizations, Health Services, Judicial Affairs and Community Development, Multicultural Affairs, New Student Programs, Recreation and Leisure Programs, Residence Life and Housing, Service Learning and Volunteer Programs, Sykes Student Union, and the Women's Center. The Division of Student Affairs also offers services for commuter and off-campus students and for lesbian, gay, and bisexual students.

The administration believes that students should share the responsibility for governing their community and should have a voice in shaping the objectives of the University. Through a democratically constructed student government and committee structure, the administration, faculty, and student body seek to work together on behalf of the general welfare of the University.

Classification of Students

Students who attend West Chester University are classified for administrative purposes into two categories.

(1) RESIDENT STUDENTS
These students live in housing facilities operated by the University. Residents of North Campus residence halls are required to choose from four University meal plans. (See "Meal Fee" on page 10.) Those residents living in the South Campus apartment complex are not required to be on a meal plan; however, they may choose any meal plan option if they are interested.

(2) OFF-CAMPUS STUDENTS
This classification covers students who travel or commute to and from their legal residences, as well as students who live away from the homes of their parents or legal guardians in a dwelling that is not supervised or approved by the University.

Services

Residence Life and Housing Services

The Office of Residence Life and Housing Services is responsible for creating and maintaining an environment in each housing facility that encourages academic, social, and emotional growth. Each facility is staffed with trained personnel who are available 24 hours a day to provide services, assistance, and a variety of information. All resident students are given and encouraged to read the residential handbook, **A Guide to Residential Living,** which contains valuable information on all services, policies, and responsibilities pertaining to all housing facilities. The Office of Residence Life and Housing Services is located in 238 Sykes Student Union, 610-436-3307.

On-Campus Housing

The University-owned residence halls on the North Campus provide accommodations for approximately 2,600 students in primarily double-occupancy accommodations. In addition, the University-owned South Campus apartment complex houses almost 500 residents in four- or five-person, fully furnished units with each bedroom having either single or double occupancy. Arrangements for these housing options are made for the academic year. All students are eligible for campus housing for their entire academic career if appropriate deadlines are met.

The University, through the Fund for West Chester University, also offers other housing options on campus that are referred to as affiliated housing. University Hall, a suite-style residence hall on North Campus, and The Village at West Chester University, an apartment complex on the South Campus, are available to curent students beyond their first year and incoming transfer students on a space-available basis. These facilities offer all the same opportunities found in University-owned housing, but are managed through an arrangement with a private corporation.

Housing Assignments. The Office of Residence Life and Housing Services makes the housing assignments for all students living in all University-owned housing. The management company hired to operate affiliated housing (University Hall and The Village at WCU) makes housing arrangements for these facilities. All assignments are made without discrimination. Only individuals of the same gender will be assigned as roommates, suite mates, or in the same apartment unit. Each room has basic furnishings for comfortable living, and the students may make them more homelike with their own accessory additions. During orientation, students are informed about the services and equipment furnished by the University and those necessities that they must supply for themselves. Lounge and recreation areas, television, and a variety of other facilities and conveniences provide a pleasant setting for student life in each residence hall. Services are also available in a central location in the apartment complexes.

Transfer Students. Transfer students are admitted both as resident students and as commuting students. Those transfer students who desire on-campus housing should indicate this at the time they apply for admission to the University.

Married Students. The University has no housing facilities for married students with their spouses or for students with children or dependents. Prior to registration, they will need to secure their own accommodations in the community.

Readmitted Students. Students readmitted to the University are eligible for on-campus housing unless a specific disciplinary sanction would prohibit such occupancy. Interested students should contact the Office of Residence Life and Housing Services for specific information about the application process.

Policy for Withdrawals. Resident students must vacate their University-owned residence hall or apartment within 24 hours of completing the withdrawal form in the Office of the Registrar. Resident students must secure the signature of the assistant director of housing prior to vacating their residence hall or apartment. Information regarding withdrawals from affiliated housing may be obtained by calling 610-436-2368.

Students with Disabilities. Students must be able to care for themselves independently or arrange for services that will allow them to perform normal life functions in the context of a residential setting, including, but not limited to, bathing, dressing, and other personal-care issues. This requirement may be met by having a live-in, personal-care attendant, within certain restrictions. Some accommodations are also available for students who have special needs. Additional information, including available services and penalties for noncompliance, can be obtained by contacting the director of housing services at 610-436-3307. The full text of the policies and procedures are found in the *WCU Handbook on Disabilities*, the "Guide to Residential Living," or on the University web page at www.wcupa.edu/_services/stu.lif/.

Dining Accommodations

All students residing in a North Campus residence halls must be on the University meal plan as a condition of occupancy. Students with medical problems who cannot meet this requirement may request a meal waiver. Residents of the South Campus Apartment Complex and Village at WCU, as well as off-campus and commuting students, may purchase any meal plan offered or obtain meals at the transient rates.

A number of variable, block, and flex-only meal plans are available. Details of these plans, as well as the costs, are on page 10 of the "Fees and Expenses" section of this catalog.

All meal plans may be used in the following locations: Lawrence Dining Hall; the Diner; C-Stores/Grill operations; and the Ram's Head Food Court. National brands, such as Chick-fil-A, Subway, Einstein's Bagels, and Freshens will take cash and flex only.

Off-Campus and Commuter Services

Services to Off-Campus and Commuter Students, which are coordinated by the associate director of Sykes Student Union, include the Off-Campus Housing Service, advising the Off-Campus and Commuter Association, and serving as a community resource agent in areas related to off-campus and commuting students.

Additional services provided to off-campus students include landlord/tenant legal aid information and development of long-range plans and research on the profile and needs of off-campus students. The associate director of Sykes Student Union and Off-Campus and Commuter Services is located in 116 Sykes Student Union, 610-436-2984.

Off-Campus Housing

Students who choose to live in the community must secure their own living accommodations. Off-Campus and Commuter Services will assist students in finding housing by providing up-to-date listings of available housing. These listings are available in Sykes Student Union and may also be accessed on the Internet at http://www.wcupa.edu/public/och.

Bookstore

The Student Services, Inc. Bookstore is located on the ground floor of Sykes Student Union. The Bookstore sells both new and used textbooks for all WCU courses as well as school and art supplies. Textbooks may also be purchased on the store's web site. The SSI Bookstore also stocks best sellers, a variety of general interest literature, and a wide selection of reference books, as well as study and teacher aids. SSI Bookstore offers a complete line of official WCU imprinted clothing and an array of gifts that can be purchased on the store's web site. Greeting cards, groceries, snacks, and laundry supplies are also available in the Bookstore. Services offered include film processing, special orders for computer software and general interest books (at no extra cost), UPS shipping, and daily book buybacks. All major credit cards, SSI EZPay, and personal checks, accompanied by a valid ID, are accepted. The Bookstore hours are as follows: Monday – Thursday from 8 a.m. – 6 p.m.; Friday, 8 a.m. – 4 p.m.; and Saturday, 11 a.m. – 3 p.m. (hours are subject to change). For additional convenience, the store offers extended operating hours at the beginning of each semester. For more information call 610-436-BOOK or visit the web site at www.click2ssi-bookstore.com.

Bus Transportation on Campus

The University provides bus service from North to South Campus (and return) during the spring and fall semesters. The buses run from 7:15 a.m. to 1 a.m. on weekdays, from 4 p.m. to 1 a.m. on Saturdays, and from 1 p.m. to 1 a.m. on Sundays. On North Campus, the buses stop at University Avenue and Church Street, and also in front of Wayne Hall. On South Campus the buses stop at the Russell L. Sturzebecker Health Sciences Center, McCoy Center, the South Campus Apartment Complex, and Q and R Lots. A new East Campus bus loop will run through M Lot to Franklin and Linden streets and return to campus from 7:15 a.m. to 5 p.m., Monday through Friday. Bus schedules are available at residence hall desks or the Student Union Information Center. There is no bus service during the summer.

Students using the bus service should be advised that it is impossible to provide timely transportation between the North and South Campus within the standard 10-minute class break. Therefore, students should plan and develop class schedules that allow time to be transported between the two campuses through the use of open class periods.

Career Planning and Placement Services

The professional staff of the Twardowski Career Development Center assists students in defining career goals, relating academic preparation to these goals, and eventually helping in the search for internships and part-time/full-time career opportunities. These services are available throughout the entire calendar year in Lawrence Center, second floor. A career information library is available for browsing and research. Graduate school reference material is maintained for students considering graduate school. Other activities of the Twardowski Career Development Center include seminars, on-campus interviews and job fairs with potential employers, resume critique, resume referral, electronic resume databases, and a job posting system.

Additional information is available at http://www.wcupa.edu/_services/stu.car/.

The Twardowski Career Development Center is located in 106 Lawrence Center, 610-436-2501, or e-mail cdc@wcupa.edu.

Children's Center

The Children's Center provides affordable, quality child care on campus for children of students and employees of the University. The center offers a developmentally based educational program for children ages three to six years with a summer program for ages three to 12. A multiple-child discount of 20 percent is available. Snacks are provided by the center, with parents providing a bag lunch. Located on the ground floor of McCarthy Hall, the Children's Center is licensed by the Commonwealth of Pennsylvania, and all required registration

material must be completed prior to enrollment. Enrollment for each semester begins when the schedule of courses is available from the Office of the Registrar.

The Children's Center also offers a wide range of opportunities for involvement by students such as:

- Practicum experiences in the fields of early childhood education, social work, and nursing;
- Volunteer programs with the Department of Social Work, community service programs, Greek organizations, and individual students;
- Paid part-time aide positions through the Work Study program and Student Services, Inc. funding;
- Classroom participation through the departments of Music Education, Kinesiology, and Foreign Languages.

For more information contact the Children's Center at 610-436-2388.

Counseling and Psychological Services Department

The Department of Counseling and Psychological Services (the Counseling Center) is located on the second floor of Lawrence Center, 610-436-2301. Services are available to all currently enrolled undergraduate and graduate students. The Counseling Center includes licensed psychologists, consulting psychiatrists, and graduate-level trainees with whom students may discuss their concerns in strict confidence.

COUNSELING SERVICES

Since the Counseling Center provides services for a wide range of concerns, each student's experience will be tailored to his or her needs. Students may wish to improve their interpersonal skills, resolve personal conflicts, or clarify their educational or vocational choices. Any of the following approaches may be implemented to address a student's concerns:

1. **Individual psychological** counseling consists of a one-to-one experience where the focus is on resolving personal conflicts and conflicts with others, and on improving the student's expertise at making meaningful choices. It may also help people avoid choosing behaviors that restrict personal growth and undermine their well-being.
2. **Group counseling** consists of a small number of peers with one or two counselors. Such groups meet once each week to help group members learn about themselves. Groups may or may not have a specific focus. Past groups with a focus have included students who have experienced the death of a parent, bad habits which block personal growth, eating disorders, and assertiveness training. General counseling groups have included those for interpersonal problem solving and for female students.
3. **Individual vocational counseling** consists of a one-to-one experience that focuses on clarifying the student's choice of concentration and vocation. Vocational choice is most solid when it is the outgrowth of understanding oneself. Such understanding is advanced by the thoughtful exploration of values, interests, and abilities.
4. **Testing** may include psychological or vocational interest tests which can clarify educational and vocational planning. The student and counselor can determine whether such testing might be helpful. Arrangements also can be made at the Counseling Center for taking the Miller Analogies Test, a graduate school admissions examination.
5. **Consultation services** for staff and faculty are available on a limited basis. Psychologists may be able to assist with crises, program planning, group and interpersonal communications, and referral to other agencies.

Greek Life and Student Organizations

The Office of Greek Life and Student Organizations coordinates three distinct, yet interrelated, programming areas. It advises West Chester University's fraternity and sorority community, comprising 22 inter(national) chapters, on their service projects, community activities, scholarship support programs, recruitment and new member programs, and other related matters. In addition, the office works with four governing/programming councils, three Greek affiliated honor societies, and the Camp Dreamcatcher fund-raiser. The office also is responsible for the registration and coordination of all 204 recognized student clubs and organizations. In conjunction with the Student Leadership Project Team, the office creates and implements a multidimensional student leadership program. See the office's web site at http://iws.wcupa.edu/greek/. The Office of Greek Life and Student Organizations is located in 238 Sykes Student Union, 610-436-2117.

Health Services

The University Health Center is staffed by a medical and health education team of physicians and nurses who are available to meet first-aid needs and to treat acute illnesses and minor surgical conditions. Gynecological services, including testing for pregnancy and sexually transmitted diseases, contraceptive counseling, and routine examinations, are also available. Nutritional services, HIV testing, and health/wellness education are also offered through the Health Center. The University is not responsible for any additional medical, X-ray, or surgical services or hospitalization.

All students are required to pay a health service fee at the beginning of each semester; the fee covers all office visits. Many medications are available at a nominal fee. Allergy injections also are given at the Health Center.

The University requires that all students have a medical history form, along with verification of a current physical examination, on file in the Health Center. Certain prematriculation immunizations are also required. Forms for these requirements are mailed to students prior to registration.

The University Health Center is located on the second floor of Wayne Hall, 610-436-2509. Services are available to currently enrolled students only. When school is in session, the Health Center is open Monday through Friday from 8 a.m. to 8 p.m. and Saturdays from 10 a.m. to 6 p.m. during fall and spring semesters. Summer hours are provided weekdays only from 8 a.m. to 4 p.m. All visits are by appointment.

Insurance Programs

Because of the unpredictable nature of medical and surgical emergencies, all students are encouraged to be covered by a health insurance program. Student insurance plans are offered through the Health Center. Information on the insurance program is mailed to students prior to registration or may be obtained from the University Health Center.

Insurance requirements may be mandated by specific departments and/or athletic programs. Refer to the appropriate section in the catalog for further information on these requirements.

Liability Insurance Requirement for Students in Nursing. See the section describing the Department of Nursing.

Student Physical Examinations

A physical examination is required for all entering and transfer students. The University Health Center reserves the right to request an annual physical examination by the family physician for any student suffering from a chronic illness.

No student will be permitted to register for classes until a history and physical examination report is completed and filed. These forms are available at the University Health Center and are mailed to students prior to registration.

Communicable Diseases

A current report of a negative tuberculin test or chest X-ray showing no active tuberculosis (TB) is **mandated** by the Pennsylvania Department of Education for all senior student teachers and all junior or sophomore students participating in a field experience in the public schools. The TB test can be given at the Health Center for a nominal charge.

All students born after 1957 **must** show evidence of immunization involving other communicable diseases and booster shots against measles. Highly recommended vaccines include a series of three Hepatitis B injections, and a single injection of meningococcal vaccine. The American College Health Association recommends that all college students under the age of 30 consider getting vaccinated against meningococcal disease. Pennsylvania state law requires the meningococcal vaccine for all students living in University housing. Guidelines published by the Centers for Disease Control will be adhered to and revised as appropriate to protect the health of those in the University community.

Because of the potential for transmission of several infectious diseases, all students utilizing injectable medicines will be required to show evidence of satisfactory disposal of needles and syringes. The Health Center will provide free disposal of medical waste.

Judicial Affairs and Community Development

West Chester University's judicial system is the responsibility of the Office of the Dean of Students and is overseen by the diretor of Judicial Affairs and Community Development. In accordance with the University's Mission and Values Statements, the University is committed to providing a sound educational environment for intellectual pursuits.

Accordingly, a set of behavioral standards has been created to maintain a safe and secure campus environment. The West Chester University Student Code of Conduct, found in Section III of the *Ram's Eye View,* translates those acts that constitute unacceptable behavior for the University's students and student organizations. Students and student organizations accept the responsibility to abide by all University rules and regulations. In addition to these rules and regulations, students are expected to obey federal, state, and local laws. The University, for educational purposes, has the right to review any action taken by local law enforcement agencies regarding students. If off-campus behavior affects the University in any way, a student may be charged with a violation of the West Chester University Student Code of Conduct. Proven failure to meet this obligation will justify appropriate disciplinary action.

As members of the University community, students have the right:

- To participate in all activities of the University, free from any form of harassment or discrimination;
- To personal privacy except otherwise provided by the law; and
- To procedural due process in all action arising from violations of University regulations.

Along with those rights, students have the responsibility:

- To respect the rights and property of others
- To become fully acquainted with the published University regulations and to comply with them; and
- To recognize that their actions reflect on the entire University community.

The Office for Judicial Affairs and Community Development also works collaboratively with administrators, faculty, staff, and student leaders to develop educational programs designed to promote community building activities, consistent with the West Chester University Values Statement. Such efforts have a special emphasis on civility, respect for individuals, teamwork, conflict resolution, and academic integrity. The Office for Judicial Affairs and Community Development is located in 238 Sykes Union, 610-436-3511.

Mail Service

The University has an on-campus post office located on the second floor of Lawrence Center. Commuting students requesting a mail box must show a need for the box by applying to Off-Campus and Commuter Services, located in 116 Sykes Student Union, 610-436-2984, which will approve or disapprove the request depending on the availability of a limited number of mail boxes and the demonstrated lack of alternative mail receipt options for the student. Resident students receive their mail at their residence halls. To ensure prompt delivery, mail sent to North Campus resident students should show the student's name, room number, the name of the residence hall, and the University's name and address (West Chester University, West Chester, PA 19383); for University Hall only, mail should have this information as well as the street address, 180 University Ave. Mail sent to South Campus residence students should show the student's name, 839 South Campus Drive, Box #, West Chester, PA 19382-2401. Mail to The Village at WCU should include the student's name, building/unit number/bedroom letter, 181 Carey Dr., West Chester, PA 19382-2401. (Do not include WCU in the South Campus addresses.)

Multicultural Affairs

The Office of Multicultural Affairs is dedicated to the development of multicultural sensitivity, understanding, and appreciation of diversity among students. The office develops and implements comprehensive programs aimed at addressing the needs and concerns of the multicultural student. The staff of the Office of Multicultural Affairs also serve as consultants to other University offices regarding multicultural students and aids in projects focused on improving the general campus climate. The office is located in 238 Sykes Student Union, 610-436-3273.

New Student Programs

The Office of New Student Programs coordinates orientation and outreach programs for freshman and transfer students. Orientation programs include summer, fall, and January sessions.

West Chester's orientation programs are designed to introduce new students to the University and acquaint them with the academic, student services, and social aspects of college life. Attendance at orientation is required.

Outreach efforts include participation in Fall Welcome Back activities, coordination of the Learning Communities Project, and Family Day. A variety of social and educational programs are

offered during the first year to aid new students in making a successful transition to West Chester University.

The Office of New Student Programs is located in 236 Sykes Student Union, 610-436-3305.

Public Safety

West Chester University is concerned about the safety and welfare of all campus members and is committed to providing a safe and secure environment. Campus security is the responsibility of the University's Department of Public Safety, located in the Peoples Building at the corner of Church Street and University Avenue.

Because no campus is isolated from crime, the University has developed a series of policies and procedures to ensure that every possible precautionary measure is taken to protect members of the University community while they are on campus. Public Safety provides a "Safe Walk" program to escort individuals to and from campus locations. Van transportation is also available for the physically challenged. In addition, Public Safety provides assistance for those needing help in jump-starting a car or those who have locked themselves out of their vehicle.

A full explanation of the University's security policies and procedures, as well as additional pertinent information, appears in a publication called "Your Safety Is Our Concern," which is available from the Office of Admissions, the Department of Public Safety, and the Public Safety web site: www.wcupa.edu/_Information/AFA/publicsafety/.

Vehicle Registration

All University parking lots require a current University parking permit or pass to be displayed on all vehicles. Visitors to campus are asked to park in the Sharpless Street Garage located at Sharpless and Church streets. All employees and eligible students desiring to use designated parking lots must register their vehicle with the Department of Public Safety Parking Services Office and purchase/obtain a parking permit. Parking permits are nonrefundable and may only be used by the registered purchaser. Permits are not transferable between individuals nor may they be resold. All West Chester University parking permits are the property of West Chester University.

Resident students with 90 credits or more and commuter students with 30 credits or more are eligible to purchase a North Campus permit. Residents of the South Campus apartments with 30 or more credits are eligible to purchase a permit for that area only. Freshman resident students are not permitted to bring cars to campus. A freshman is defined as one having earned fewer than 30 credits prior to the fall semester. Other students must park at South Campus Q and R lots. Shuttle bus service is provided between South and North campuses. The annual registration fee is established by the Council of Trustees. Specific registration procedures will be announced yearly.

A valid student ID, nonsuspended operator's license, and vehicle registration card must be presented at the time the vehicle is registered. The parking permit should be placed in the vehicle immediately. Instructions on placement are on the reverse side of the permit. Mutilated or defaced parking permits must be replaced. Please contact the Department of Public Safety Parking Services Office for the current cost. The operation and registration of a vehicle must conform to commonwealth vehicle law and University regulations. For complete information regarding motor vehicles and registration, refer to the Motor Vehicle Regulations pamphlet available at the Public Safety Office and the Public Safety web site at www.wcupa.edu/_Information/AFA/publicsafety/.

Any change in the vehicle registration number must be reported to the Department of Public Safety immediately.

Persons in violation of the parking rules and regulations are subject to ticketing and towing.

Parking fines are assessed at $10 up to $40 depending on the violation. The current towing charge is $65 plus the fee for the violation.

Service Learning and Volunteer Programs

The Office of Service Learning and Volunteer Programs promotes community service within academic courses and as cocurricular activities. The office provides assistance to faculty who use community service as a teaching method and to students in need of service placements. In addition, the office works directly with more than 90 local agencies providing volunteer opportunities to WCU students. Throughout the year special events are planned, and the entire campus is invited to participate. West Chester University is a member of Pennsylvania Campus Compact. The Office of Service Learning and Volunteer Programs is open from August – May and is located in B-19 Killinger Hall, 610-436-3379.

Student Services, Incorporated (SSI)

Student Services, Incorporated (SSI) is a not-for-profit organization primarily designed to serve the students of West Chester University. The objective of this corporation is to initiate, regulate, and operate the financial matters of all cocurricular student activities. Such activities include the management of the campus bookstore, student publications, student organizations, check cashing/ticket service, student programming, intercollegiate athletics, and the graduate student association.

In fiscal matters and in various policy-making areas, the final authority rests with the president of the University.

The SSI Business Office, 610-436-2955, is located in 259 Sykes Student Union.

Sykes Union Building

The Earl F. Sykes Union first opened in 1975 as the community center for West Chester University. Major renovations and a building expansion was completed in 1995 providing students with a new 102,000-square-foot facility.

Sykes Union, as a facility and an operation, is designed to encourage all members of the campus community to participate in a wide variety of cultural, social, educational, and recreational programs. The multipurpose building features a 350-seat theater, a fitness center, a bookstore, and an amusement game room, all on the ground floor. The first floor offers a dining area with seating for 350, an outdoor terrace, and a large food servery. Also included on the first floor is a 5,000-square-foot multipurpose room designed for dances, concerts, banquets, and lectures, as well as the union administrative offices, Off-Campus and Commuter Services, and Information Center.

The second floor houses the Student Affairs offices of the Vice President, Dean of Students, Assistant Vice President, Residence Life and Housing, New Student Programs, Judicial Affairs and Community Development, Multicultural Affairs, and Greek Life and Student Organizations. The Student Services, Inc. Business Office and the departments of Student Programming and Activities, along with student clubs and organizations, are also located on the second floor.

The third floor penthouse features a 22-unit computer lab, the Frederick Douglass study lounge, and seminar space. Sykes Union also houses 17 meeting rooms accommodating groups from five to 500.

For information concerning Sykes Union please call the Information Center at 610-436-3360/2984.

Women's Center

The Women's Center addresses the special concerns particular to women, including the issues facing women students who enter the University from high school or return to college after time at home or in the job world. Located in Lawrence Center on the second floor, the Women's Center provides a lounge area for conversation, as well as study, peer advising, support for personal and professional issues, and special interest programs (lectures, films, concerts, etc.). For more information, including opportunities for student volunteers, call 610-436-2122.

Activities

Student Activities on Campus

Student activities at West Chester University encompass a wide range of cultural, social, educational, and recreational programs for a diverse student population.

The departments of Cocurricular Programs and Campus Activities, under the auspices of Student Services, Inc., take a leadership role in organizing and sponsoring joint or individual programs as part of their mission. One major role centers on advisory relationships with the Student Activities Council, the major student programming organization on campus. Current movies, area band performances, national cultural entertainment acts, lectures (with a special emphasis on the "Leadership, Unity, and Volunteerism, and Image Maker" – LUVIM – programs), variety lunchtime entertainment, and special events such as "Welcome Back" activities in September are all sponsored by Campus Activities and the Student Activities Council. Homecoming, Family Day, Spring Weekend, and major concerts are additional special University events that unite many segments of the campus. The Cocurricular Programs and Campus Activities departments are located in 236 Sykes Student Union, 610-436-2983 or 436-3037.

Students can become a vital force on campus through participation and involvement in student organizations and activities. All students have an opportunity to attend campus events and/or join an organization that meets their individual needs. Leadership roles are always available; these opportunities to be active can become one of the more enriching experiences in student life. Becoming involved builds individual integrity and a sense of community—two desirable qualities in all aspects of life. Student activities and organizations are the lifeblood of any campus environment, and West Chester University has many such opportunities.

Student Organizations

Each October, an updated "Directory of Student Organizations" is printed that includes the names, addresses, and telephone numbers of all presidents and advisers of more than 200 campus student organizations. For a comprehensive description of WCU student organizations, refer to the *Ram's Eye View Student Handbook*, or contact the Office for Greek Life and Student Organizations, 238 Sykes Student Union, 610-436-2117. The following is the official list of all student organizations that were registered during the 2003–2004 academic year:

Student Governing/Campus Programming Organizations

Graduate Student Association
Off-Campus and Commuter Association
Residence Hall Association
Student Activities Council
Student Government Association
Sykes Union Advisory Board

Academic/Professional Organizations

Accounting Society
Alchemist Club
Anderson Mathematics Club
Anthropology Club of WCU
Art Association
Association for Childhood Education International
Athletic Training Club
Contemporary Dance Company
Council for Exceptional Children/Special Education
Criminal Justice Association–Lambda Alpha Epsilon
Dance Production Workshop
Darlington Biological Society
Economics and Finance Society
English Club
English Graduate Student Association
Forensics
French Club
Geography Club
German Club
Graduate Social Work Student Association
History Club
Honors Student Association
Institute of Management Accountants
Italian Club
Linguistics Club
National Association of Black Accountants
National Council of Teachers of English
National Student Speech, Hearing and Language Association
Philosophy Club
Political Science Club
Pre-Law Society
Psychology Club
Respiratory Care Student Organization
Russian Club
Social Work Club
Society of Physics Students
Sociology Club–Delta Alpha Tau
Spanish Club
Student Dietetic Association
Student Nurses' Association of Pennsylvania (SNAP)
University Theatre
West Chester Association for the Education of Young Children
WCU Education Association/Student PSEA, NEA
Women in Communications
Women in Science
Women's Studies Club

Special Interest Organizations

Animal Rights Club
Anime Club
Asian American Organization
Association for Disability Awareness (ADA)
Black Men United
Black Student Union
Blues Society
Caribbean Island Association
Chess Club
College Democrats
College Republicans
Dance Team
EARTH (Environmental Association for Repairing the Habitat)
Feminist Majority Alliance
Hillel Jewish Student Union
Homecoming
Human Rights Coalition, Amnesty International
INDO–Indo-American Association
International Student Organization
LASO–Latino American Student Organization
LEAD–Leadership, Empowerment, and Development
LGBTA–Lesbian, Gay, Bisexual Transgendered Association
Recreation and Leisure Programs
Sistahs United
Students for Life
Through the Curtain
Wiccan Society
Women's Center Club

Religious Organizations
Campus Crusade for Christ/Christian Impact
Catholic Newman Student Association/ Center
Chosen Generation Outreach Ministries
College Bible Fellowship
Covenant Campus Fellowship
CrossSeekers
Gospel Choir–Praise Project
Hillel Jewish Student Union
Latter Day Saints Student Association
Lutheran Student Association
Muslim Student Association
University Christian Fellowship
Young Life

Service Organizations
The Abbé Society
Alpha Phi Omega
Best Buddies
Circle K Club
Emergency Medical Services
Friars' Society
Habitat for Humanity
Phi Sigma Pi
Rotaract
University Ambassadors

Greek Letter Organizations Governing Councils
Black and Latino Greek Council
Interfraternity Council
Inter-Greek Council
Panhellenic Council

Honoraries
Gamma Sigma Alpha
Order of Omega
Rho Lambda

Fraternities
Beta Theta Pi
Kappa Alpha Psi
Kappa Delta Rho
Omega Psi Phi
Phi Beta Sigma
Phi Kappa Sigma
Pi Kappa Phi
Sigma Alpha Epsilon
Sigma Phi Epsilon
Tau Kappa Epsilon
Theta Chi

Sororities
Alpha Phi
Alpha Sigma Tau
Alpha Xi Delta
Chi Upsilon Sigma
Delta Phi Epsilon
Delta Zeta
Phi Mu
Phi Sigma Sigma
Sigma Gamma Rho
Zeta Phi Beta
Zeta Tau Alpha

Publications and Media Organizations
Daedalus
Media Advisory Board
The Quad
The Serpentine
WCUTV 5–West Chester University Television
WCUR–West Chester University Radio

Sports Clubs
Equestrian
Fencing
Ice Hockey
Lacrosse–Men
Roller Hockey
Rugby–Men
Shotokan Karate
Skiing
Sports Club Council
Volleyball–Men
Water Polo–Women

Musical Organizations
American Choral Directors Association
Brass Ensemble
Chamber Choir
Collegium Musicum
Concert Band
Concert Choir
Criterions Jazz Ensemble
Flute Ensemble
Guitar Ensemble
Kappa Kappa Psi
Marching Band–"Golden Rams"
Mastersingers
Men's Chorus
Music Educator's National Conference–Chapter 21 (PCMEA)
Opera Theatre Ensemble
Pennsylvania Music Teachers Association
Percussion Ensemble
Phi Mu Alpha Sinfonia
Saxophone Ensemble
Sigma Alpha Iota
Symphonic Band
Symphony Orchestra
Tau Beta Sigma
Wind Ensemble
Women's Choir

Honor Societies
Communication Studies–Pi Kappa Delta
Communications–Lambda Pi Eta
Counseling–Chi Sigma Iota
Criminal Justice–Sigma Tau Omicron
Economics–Omicron Delta Epsilon
Education–Delta Kappa Gamma
Education–Kappa Delta Pi
Education–Phi Delta Kappa
Educational Services–Chi Alpha Epsilon
English–Sigma Tau Delta
Foreign Languages–Alpha Mu Gamma
Geography–Gamma Theta Upsilon
Geology–Sigma Gamma Epsilon
History–Phi Alpha Theta
Kinesiology–Phi Epsilon Kappa
Leadership–Omicron Delta Kappa
Literacy (Reading)–Alpha Upsilon Alpha
Mathematical Sciences–Pi Mu Epsilon
Music–Pi Kappa Lambda
Nursing–Sigma Theta Tau
Philosophy–Phi Sigma Tau
Physics–Sigma Pi Sigma
Political Science–Pi Sigma Alpha
Psychology–Psi Chi
Social Science–Pi Gamma Mu
Social Work–Phi Alpha
Sociology–Alpha Kappa Delta
Theater Arts–Alpha Psi Omega

Recreation and Leisure Programs

The Office of Recreation and Leisure Programs provides recreational and leisure-time activities for the University community.

Intramural Sports affords students the opportunity to participate in individual or team competitive activities. The Intramural Sports program promotes health, wellness, and physical fitness, as well as encourages the worthy use of leisure time. Regardless of ability level, every individual can experience successful participation in a variety of individual or team athletic events including flag football, basketball, soccer, floor hockey, and softball.

Sports Clubs are for students who enjoy organized sports other than varsity athletics. Becoming a member of a club provides opportunities for student leadership, instruction, socialization, competition, and fun. Currently, West Chester University has 10 Sports Clubs: equestrian, fencing, ice hockey, shotokan karate, men's rugby, skiing, men's volleyball, women's water polo, men's lacrosse, and roller hockey.

Outdoor recreational opportunities are conducted through the **Outdoor Adventure Program** which offers a variety of different trips and one-day activities for students throughout the year. Examples include canoeing, rafting, skiing, camping, and spelunking trips; ice skating nights; hiking; and horseback riding. In addition to scheduling trips, the Outdoor Adventure Program rents recreation equipment such as backpacking equipment, tents, sleeping bags, camping equipment, mountain bikes, and snow boards.

For students who do not wish to participate in a formal recreational program, **Open Recreation** provides days, times, and facilities in which students may participate in an informal recreational activity. The semester calendar lists scheduled days and times for utilizing swimming pools, weight rooms, indoor/out-

door tracks, outdoor tennis courts, and basketball gymnasiums.

Special Events include one-day programs such as skating nights, racquetball nights, or special tournaments such as the Foul Shooting Contest.

The **Aerobics** program is one of our most popular activities with over 800 students participating in 30 different aerobic and fitness sessions. The program provides regular aerobics, cardiostep, kickboxing, body-pump, speed cycling, and cross-training sessions. Registration and a nominal fee is required for participation.

The **Fitness Center** in Sykes Student Union is designed to give students a professional setting for exercise and weight training. The Sykes Fitness Center is equipped with cardiovascular equipment, pin-selectorized equipment, and olympic free weights. The center also includes an aerobics studio where all the aerobics sessions are held. A valid student ID is required for admission to the center, and an orientation session is also required for all participants.

For more information on any program provided by the Office of Recreation and Leisure Programs, call 610-436-2131, or stop by Room 133 Ehinger Gymnasium.

Intercollegiate Athletic Program

West Chester University's Department of Athletics affirms academic excellence as the cornerstone in the life of the student-athlete, placing the highest priority on the overall quality of the educational experience. By strengthening the integration of athletic program objectives with academic and developmental goals, athletics support the University's mission to meet student needs and interests. Participation in athletics can serve to strengthen the student's integrity, sense of fairness, respect for others, and dedication to goals. It also can provide the opportunity for enhancing interpersonal leadership skills. Both men and women can choose from a broad variety of team and individual sports. In addition, academic support services are available for student-athletes, underscoring the commitment to scholastic success.

The women's intercollegiate athletic programs include basketball, cross country, field hockey, golf, gymnastics, indoor track, lacrosse, rugby, soccer, softball, swimming and diving, tennis, outdoor track and field, and volleyball. The men's intercollegiate athletic programs include baseball, basketball, cross country, football, golf, indoor track, soccer, swimming and diving, tennis, and outdoor track and field.

West Chester University is a Division II member of the National Collegiate Athletic Association (NCAA), the Eastern College Athletic Conference, and the Pennsylvania State Athletic Conference. The Division I field hockey program competes in the Atlantic 10.

The Department of Athletics is located in the Russell L. Sturzebecker Health Sciences Center on South Campus, which has won national acclaim for the quality and extent of its teaching, performance, and research facilities. Of special note is the one-acre gymnasium (which can be divided into six smaller, pneumatically sealed gyms), a natatorium with two full-size swimming pools connected by a diving well, 20 lecture rooms, two dance studios, a multipurpose room, a human performance laboratory, an environmental health laboratory, and two physical therapy rooms.

This complex is surrounded by John A. Farrell Football Stadium and its new state-of-the-art lighting system; Serpico Baseball Stadium; and the brand-new South Campus Softball Complex, practice and playing fields, tennis courts, and weight rooms. A new lighted artificial surface athletic field is expected to be completed in the fall of 2004. It will serve as the home of the WCU Division I field hockey program, practice space for other varsity teams, and a center for recreation and intramurals.

Alumni Association

The West Chester University Alumni Association is an organization of more than 58,000 graduates of the University.

The purpose of the Alumni Association is to promote the interests of West Chester University in all areas of academic, cultural, and social needs, to strengthen the Alumni Association through a strong network of graduates, and to increase the awareness of alumni to the University's needs.

The Alumni Association sponsors five major events on campus each year: Welcome to West Chester Day and Homecoming in the fall, Alumni Weekend in the spring, and Senior Days in December and May. *The West Chester University Magazine*, published three times each year, incorporates RAMPARTS, providing all alumni with information on their classmates and events of interest.

Academic Affairs

West Chester University's undergraduate programs include teaching certification programs, local certificate programs, and programs of study leading to the bachelor of arts, bachelor of fine arts, bachelor of music, bachelor of science in education, bachelor of science, bachelor of science in nursing, and bachelor of social work. A complete list of undergraduate degree programs appears on page 55. Programs of study at the graduate level are also available. These are listed on page 35 and are described in detail in the Graduate Catalog.

Honors Program

The University provides to able students with outstanding achievements in scholarship, community service, the arts, and/or leadership the opportunity to participate in a challenging honors program and to receive appropriate recognition when they complete the requirements. The aim of the honors program is to provide an inviting environment for academically gifted and highly motivated students to interact and form a learning community of peers, faculty, administrators, and staff that will challenge and enrich the students' college experience.

Grounded in the liberal arts tradition, the honors program seeks cross-disciplinary connections in order to develop students' natural intellectual abilities and to challenge them to employ those gifts on behalf of the larger community. For this reason, the West Chester University honors program considers "honors" more than a matter of strong grades. It means using the gift of knowledge to be an active and creative problem solver in both the campus community and in the world. Honors is about building character and fostering a commitment of lifelong learning that can develop the leaders of the 21st century. Membership is competitive and based on attainment and maintenance of a cumulative 3.25 grade point average, regular enrollment in honors courses, and service to the campus community.

The program consists of 27 hours of cross-disciplinary core courses surrounding the theme of community investment and leadership development that, along with a course drawn from mathematics or science, fulfills the University's general education requirements. Certification for honors is achieved by the completion of the core 27 hours, two upper-level honors seminars, and a capstone project. Seminars are special topic courses that rotate on a semester basis and are competitively selected by the Honors Council from faculty submissions. Such subjects have included "Leadership in South Africa," "Media Ethics," "Family Communication," "Vampires in Fiction, Film, and Folklore," "Peer-Assisted Learning," and "The Mexican Connection." The capstone project allows students to put theory into practice by inviting them to identify and investigate a problem in a community business, nonprofit agency, or research laboratory, and then work to solve the problem.

The honors supplemental certification program option exists for academically qualified students who have completed a minimum of 45 credits, maintain a minimum GPA of 3.25, and demonstrate active contributions and service to the co-curricular elements of the campus community. To receive the special honors certificate award, students need to complete a minimum of 12 hours of honors course work at the 300/400 level and demonstrate active contributions and service to co-curricular elements of the campus community. Generally, a minimum of two 300-level or above courses is offered each semester. These small group (10–20 students) seminar offerings are interdisciplinary/writing emphasis and have no prerequisites. Students may petition, on special circumstances, to substitute an HON 400-level independent study for three hours of credit.

Honors students who have successfully completed their first year in the program may qualify for a **Bonner AmeriCorps service-learning scholarship.** An education voucher of $1,000 will be awarded to students who verify 300 hours of community service during a calendar year.

The program provides housing in Killinger Hall for on-campus residents. Rooms feature direct connection to the University computer system. Students also have membership in the Honors Student Association.

An Honors Council, which includes both faculty and students, sets the policies of the program. A committee of that council, working with the director, determines the admission and retention of students. Students completing the full honors program receive designation on their University transcript and the right to wear a medallion of achievement at commencement. Recognition at commencement is based on the student's academic record as of the completed semester prior to commencement.

Further information about the honors program – requirements, offerings, housing, and the co-curricular activities of the Honors Student Association – is available from the Honors Program Office, Room 131 Francis Harvey Green Library, West Chester University, West Chester, PA 19383; phone, 610-436-2996; fax, 610-436-2620; e-mail, honors@wcupa.edu.

International Education

Established in 1973, the Center for International Programs is responsible for coordinating study abroad programs, international faculty exchanges, visits by foreign scholars, and international programs for the campus and the broader community. In addition, the Center for International Programs actively promotes development of an international curriculum, facilitates internships and independent study abroad, and provides a variety of essential services for approximately 130 international students and scholars from more than 60 countries.

Students are encouraged to participate in semester or year-long study abroad program as well as summer study abroad programs sponsored by West Chester University. The Center for International Programs provides numerous study abroad information seminars every semester. The schedule of seminars is available at the Center for International Programs Office in the Old Library, Room 101.

Academic Development Program

The academic development program (ADP) is designed to provide an opportunity for a college education at West Chester University to those students who do not meet current admission requirements but who show a potential for success in college. Students admitted to the program are expected to take advantage of the program components which have been developed to enhance their skills in reading, writing, speaking, mathematics, and critical thinking, as

well as to help them in their transition from high school to college.

ADP comprises a series of required courses supplemented by specialized tutoring, counseling, scheduling, and advising.

The program begins with an intensive, six-week session during the summer which students must complete. Any developmental course work taken during this time is credit-bearing, but these credits are not applicable toward graduation.

Students in the program also are required to complete the following courses: COM 101, EDR 100, and WRT 120, all of which should be taken as soon as possible after completion of summer requirements. All of these courses satisfy University requirements for graduation. Students will be advised also on the completion of general education requirements and, as necessary, on the transition to a major course of study.

For further information, please contact the academic development program, 103 Lawrence Center, 610-436-3274.

Assessment

To assess and improve student learning, academic programs, and student services, the University will seek information on student perceptions and satisfaction, as well as intellectual/personal growth. All students are expected to participate in the assessment program when requested.

National Student Exchange Program

West Chester is one of approximately 180 participating colleges and universities across the United States and Canada that offers students the opportunity to spend a maximum of one year of study at another college or university. The exchange program enables students to experience a quarter, semester, or year at another university or college, yet not encounter complications such as transfer credits and out-of-state tuition. While encouraging students to experience and appreciate various cultural perspectives, the National Student Exchange Program also provides students with the opportunity to take advantage of specialized courses and programs that may not be available at West Chester.

To qualify for the program, students must be full time, have a 2.50 cumulative GPA, and should be a sophomore or junior during the period of exchange to ensure that students share experiences and insights with other students when resuming their studies at West Chester. Applications and further information are available from the National Student Exchange coordinator in the Office of the Registrar. Applications are due February 15 of each year. A nonrefundable fee is required of all students who apply for the National Student Exchange Program. For more information, contact the Office of the Registrar, 610-436-3085.

Pennsylvania State System Visiting Student Program

Undergraduate students enrolled in a degree program who have earned 27 credits and are in good academic standing have the opportunity to enroll as a visitor for a fall, spring, or summer term at any of the other 13 Pennsylvania State System of Higher Education institutions. The program allows students to take advantage of **specialized** courses, programs, or experiences **not available** at the home institution without losing (home) institutional residency. Advance approval from both the home and the host institutions is required. Visiting Student Program information is available at the Office of the Registrar, E. O. Bull Center, 610-436-3085.

Environmental Programs

Students interested in pursuing environmental degree programs may choose from those identified below. Consult the departments listed for details on these programs.

Ecology. Offered by the Department of Biology, this program provides a strong background in field biology and prepares students for careers as biologists in environmental agencies, industry, consulting firms, and similar organizations. (See page 62 for more information.)

Environmental Health Science. *Significant changes are being made to this program. Consult the on-line catalog or contact the Department of Health for details.* Offered by the Department of Health, this program synthesizes a rigorous scientific preparation with specialized, applied environmental courses and a required internship. Courses include topics such as hazardous wastes, industrial hygiene and safety, risk assessment, environmental regulations, toxicology, and a research-based seminar. This degree program prepares graduates for careers as environmental scientists in consulting firms, industry, and government. (See page 99 for specific program information.)

Pre-Professional Study

West Chester University recognizes that some students will select career goals that will require pursuit of academic degrees after the baccalaureate, either in graduate school or at a professional school. Students with such goals are encouraged to discuss them with appropriate members of the faculty.

Pre-Medical. Students interested in graduate studies in one of the health professions (dentistry, medicine, optometry, podiatry, veterinary medicine, or physician assistant studies) are encouraged to apply for admission to the pre-medical program, which is supervised by members of the Pre-Medical Committee. More information about this program can be found under the pre-medical program listing in the section, "Programs of Study and Course Offerings."

Pre-Law. Students who are contemplating going on to law school should take part in the pre-law program conducted by the University. Law schools maintain that, while there is no proper "pre-law major," students should choose courses that sharpen their analytical reasoning, writing, speaking, and listening capabilities in the humanities, social sciences, or natural sciences (particularly those courses requiring research and communication skills). Overall academic performance is essential; a cumulative average of at least 3.0 is required by most accredited law schools.

Students interested in attending law school should contact Prof. Sandra Tomkowicz, Department of Marketing and director of the pre-law program, in Room 312 D, Anderson Hall, early in their academic careers. Students also are encouraged to participate in the Pre-Law Society.

Engineering. West Chester University, in cooperation with The Pennsylvania State University at University Park and the Penn State Harrisburg campus, provides a program in which, at the end of five years, a student earns a B.S. in physics from West Chester University and a B.S. in engineering from Penn State University. Students spend three years at West Chester and two years at Penn State, taking only engineering-related courses. All mathematics, physics, cognates, and general education courses are taken at West Chester University. Students may choose from many fields of engineering, some of which are listed in the "Physics" section of this catalog.

Pre-Theology. Pre-seminary students tend to major in religious studies under the auspices of the Department of Philosophy but select courses from a wide variety of disciplines. Students interested in graduate

studies in theology and religious studies should work out their programs of study with the Department of Philosophy.

Pre-Major Academic Advising Program

The pre-major academic advising program allows students who have not yet chosen a major to explore their interests before entering a degree program. During their first year, students are encouraged to schedule courses that fulfill the general education requirements. In addition to these requirements, other courses may be scheduled in a wide range of disciplines. Academic advisers will help students select and schedule appropriate courses, as well as make referrals and discuss vocational and career interests. Academic advisers also help students develop sound strategies for academic success.

Students should understand that certain academic programs require prerequisites for further study. Completion of such prerequisites, if not taken during the period of study as an undeclared major, may prolong University attendance.

A student may transfer into a program from pre-major status only if

1. there is a vacancy in the desired program,
2. prerequisite courses are completed if required, and
3. a formal, approved "change of major" form has been filed in the Office of the Registrar.

The pre-major academic advising program is located in Room 132 Lawrence Center.

Pre-major academic advising provides the following services for students who have not yet declared a major:

- Advice regarding course selection;
- Assistance in establishing educational objectives;
- Information regarding various programs offered by the University;
- Advice to students in academic difficulty;
- Referral to University support services;
- Guidance in and instructions for declaring a major; and
- Interpretation of University, school, and department regulations, rules, and requirements.

Learning Assistance and Resource Center

The Learning Assistance and Resource Center (LARC) provides academic support services that help students become independent, active learners and achieve academic success. The LARC offers tutoring services in most general education courses such as mathematics, writing, natural sciences, social sciences, and foreign languages. Tutoring sessions are 50 minutes long and are held by appointment only. Interested students register on a first-come, first-served basis and are assigned tutors depending on availability. The LARC offers supplemental instruction (SI) in several general education and "high-risk" courses; registration for SI sessions is done in the classroom at the beginning of the semester. The LARC also offers refresher workshops in preparation for the Pre-Professional Skills Test (PPST) for education majors. Available to student groups on request are workshops that demonstrate the application of learning strategies to the course content and seminars on affective skills that influence learning, such as stress management, test anxiety reduction, assertiveness, concentration, and motivation. The LARC web site (www.wcupa.edu/_Academics/cae.tut/) includes information on its services, a list of courses being tutored, and links to helpful resources.

The LARC provides opportunities for paid practical training for undergraduate and graduate students. The LARC offers a comprehensive training program for new tutors, which includes seminars, workshops, on-line training, individualized projects, and peer observation. Tutors employed by the LARC acquire the knowledge and experience necessary to meet the requirements for certification by the College Reading and Learning Association.

The LARC is open Monday – Thursday from 8 a.m. to 6 p.m. and Friday from 8 a.m. to 4:30 p.m. For more information call 610-436-2535 or visit 105 Lawrence Center.

Services for Students with Disabilities

The Office of Services for Students with Disabilities (OSSD) offers services for students with physical and learning disabilities. The OSSD is designed to assist students in making a successful transition to the University. We take a proactive stance that encourages students to understand their needs and strengths in order to best advocate for themselves.

At West Chester University we recognize that some students with disabilities want minimal assistance while others require the full range of support and services. The staff of the OSSD supports students as they become more self-reliant by emphasizing their knowledge and communication skills and the understanding of their rights and obligations under the laws. To facilitate successful transition we recommend a comprehensive assessment of needs through this office.

The OSSD provides advocacy with faculty for classroom accommodations under the requirements of Section 504 and the Americans with Disabilities Act. Recent, appropriate, and comprehensive documentation provided by licensed professionals must accompany requests for accommodations.

The OSSD coordinates provision of direct services for students with disabilities through support staff in the research and technical areas of the University. We also advocate in the readmission procedure, with the offices of Financial Aid and the Registrar, and supplement advising services to the extent that the information or assistance is disability related and necessary to promote student access.

The OSSD is located within the Academic Programs and Services Division and coordinates services with other units within the division, such as the Learning Assistance and Resource Center and the pre-major academic advising program, as well as other University offices including the Writing Center and the Office of Residence Life and Housing. Liaison with governmental agencies and private practitioners for provision of services is also available through the OSSD. In order to ensure continuity of services, students should pursue such actions prior to enrollment. Students needing financial support for personal services or interpreters should register with the appropriate agency at least six months in advance of matriculation. The policies and procedures used by the OSSD are contained in the West Chester University *Handbook on Disabilities,* which is available in the OSSD office.

Office of Services for Students with Disabilities
Room 105 Lawrence Center
West Chester University
West Chester, PA 19383
610-436-2564

Services Provided for Students with Disabilities

- Academic coaching
- Special summer orientation
- Specialized tutoring in English and math
- Central documentation file
- Optional comprehensive needs assessment

- Advocacy with faculty
- Alternative test-taking arrangements
- Academic advising
- Priority registration
- Note-taking support
- Study skills tutoring
- Alternate formatting assistance (e.g., Recordings for the Blind, Inc.)
- Adaptive technology
- Readers for visually impaired students
- Interpreters for deaf students
- Referrals for LD testing
- Peer support
- Students with Disabilities Association

ADA Classroom Modifications Appeals Procedure

Notification of Classroom Modifications

For a student with a documented disability requesting classroom modifications, the Office of Services for Students with Disabilities (OSSD) will issue a copy of a letter of modifications for the student to present to the faculty member of the course. This modifications letter will inform the faculty member of the student's specific academic needs. It is the responsibility of the student to present the letter of modifications to the faculty member. Students with disabilities are held to the same academic standards as all other students. Faculty members are not required to provide modifications prior to or retroactive from the date a modifications letter is presented. Faculty members should contact the OSSD if they have questions about the modifications outlined.

Appeals Regarding Classroom Modifications

The University provides for an appeals process regarding classroom modifications. Any and all efforts will be made with the understanding that a timely resolution is in the best interest of all parties involved. While an appeal is under review, the student is expected to attend classes and do assignments to the best of his/her ability and faculty members are expected to provide reasonable classroom modifications to the best of their abilities. While an appeal is under review, the student and the faculty members of his/her courses are expected to make good faith efforts toward reasonable classroom modifications and engage in the educational process. An appeal reviewed under this policy does not alter or interfere with the student's right to file a complaint of discrimination on the basis of a disability with the University's Office of Social Equity or to pursue a formal complaint with the Pennsylvania Human Relations Commission or the U.S. Department of Education, Office of Civil Rights.

A. If a student has concerns with the determination of modifications by the OSSD, the student and the director of OSSD should first meet in order to resolve the matter. If they do not reach agreement, the student may initiate a formal appeal by contacting in writing the associate provost (for undergraduate students) or the graduate dean (for graduate students) (see section C).

B. If a faculty member has concerns about the application of the modifications to his or her course and/or a student feels the modifications are not being adequately implemented, the student and the professor should meet in order to resolve the problem. If these efforts are unsuccessful, either the faculty member or the student may request informal resolution through OSSD.
   1. The student and/or the faculty member informs both OSSD and the chair of the department of the course within two work days following the meeting between the faculty member and the student about unresolved concerns for modifications in the course.
   2. Within one week after being informed of the concerns, OSSD will coordinate a meeting of the student, faculty member, and/or chair in an attempt to achieve a resolution by meeting with the student and/or faculty member. During this meeting, with the consent of the student, OSSD may further advise the faculty member of the student's individual needs and the appropriateness of any recommended modifications.

C. If resolution is not accomplished after informal meetings between OSSD, the student, faculty member, and chair, a formal appeal may be started. Either the faculty member or the student may initiate the formal appeal by contacting OSSD in writing; as appropriate, the associate provost or the graduate dean will then be notified. The formal appeal will proceed as follows:
   1. Within the two weeks following the initiation of the formal appeal, a Classroom Modifications Review Panel will meet. If the student involved is an undergraduate, the associate provost will convene the panel. If the student is a graduate student, the graduate dean will convene the panel. The panel will consist of a dean of a school or college, a faculty member, and a student, each of whom will be from outside the department than the one in which the problem arose and selected from respective pools of individuals who have received training in ADA law and procedures; the dean shall serve as panel chair. Panel members will be informed in writing by the associate provost or dean of Graduate Studies at least a week in advance of the date, time, and place that the panel will be convened.
   2. At the proceedings of the panel, the representative of OSSD will present to the panel relevant information about the nature of the student's disability and appropriate modifications. Because this information is confidential, the stu-dent's consent to the disclosure of the information must be obtained beforehand. In order to protect matters which are confidential, the panel may, upon its own motion or upon the request of any involved party, hear statements in private without the other parties being present.
      If the situation involves a challenge to the OSSD director's denial of a requested modification, the OSSD shall present information and documentation showing why such modification is inappropriate.
      If the dispute is related to the application of a modification in a particular course, the faculty member shall then present to the panel his or her concerns about the modification and shall have the opportunity to present any information or documentation which the faculty member believes is relevant. The panel may request that the chairperson of the academic department in which the dispute arose, or other faculty members who teach the same course, present any concerns that they may have regarding how the modifications might create a fundamental alteration in the nature of the course.
      The student shall have the opportunity, but shall not be required, to make a statement to the panel and to present any information or docu-

mentation which the student believes is relevant.
The Office of Social Equity will be available to the panel for consultation on an "as needed" basis.

3. It shall be the function of the panel to make a recommendation to the provost concerning the appropriateness of the requested modifications and/or a revision of the modifications. The panel shall deliberate immediately following the meeting and shall render its recommendation by majority vote. The decision and any dissenting opinions of the panel shall be sent in writing to the provost within three work days by the panel chair.
4. The provost shall review the recommendation of the panel and render a final decision on the matter in writing to the student, the faculty member, and the OSSD director within one week after receiving the panel's recommendation.

Internships

A number of departments offer the opportunity for internships, field experiences, or practicums in which students may earn credit through employment in their field of interest. Students need to consult with their department and review the various department listings in this catalog.

Three University-wide internship opportunities are open to students from any major: **The Harrisburg Internship Semester (THIS)** is a full-semester, 15-credit experience in Pennsylvania state government. It is open to any junior or senior who has a minimum GPA of 3.5. A stipend is involved. (See Department of Political Science, HBI 400, 401, 402.) **The Washington Center Internships** are 15-credit experiences with the U.S. Congress, Executive Branch, interest groups, and lobbies. **The Pennsylvania House of Representatives Legislative Fellowship Program**, open to all junior/senior students with a minimum GPA of 3.5, involves committee staff assignments in policy development and a stipend. All three programs are administered by the Department of Political Science; contact the chair at 610-436-2743.

Summer Sessions

West Chester University's summer program, among the oldest university-sponsored summer programs in the United States, has one of the largest enrollments in the State System of Higher Education. More than 600 courses, both graduate and undergraduate, are offered, including workshops, seminars, and internships, as well as the typical semester classes. Offerings are generally available in every department and in interdisciplinary areas.

Students from any college or university, as well as nontraditional students, may take courses for enjoyment, personal growth, or degree credit. The summer program runs for 13 weeks (two five-week sessions and a three-week post session), and a student can earn up to 12 credits during the summer sessions.

Summer session booklets containing the course schedules may be obtained from the Office of the Registrar (undergraduate), the Office of Graduate Studies and Extended Education (graduate), and academic departments or the University web site (www.wcupa.edu). For more information contact the Office of the Registrar at 610-436-3541 or the Office of Graduate Studies and Extended Education at 610-436-2943.

Office for Adult Studies

Nondegree is an academic term for "not formally accepted in a degree program." Students often begin their college careers by taking classes nondegree, for personal and professional growth.

Nondegree students take the same courses as everyone else and earn the same college credit. Students may earn a total of 18 credits (usually about six courses) as a nondegree student. **After earning 18 credits, students need to apply for admission if they wish to continue.** College graduates can take as many courses as they want.

Nondegree students can take a maximum of nine credits each semester.

Students may be considered for nondegree status if they

- graduated from high school (or received a GED) three or more years ago;
- have less than 30 credits from another college or university with at least a 2.0 cumulative grade point average (GPA);
- have earned a college degree and want to take courses for professional or personal development;
- are a high school student with a letter of recommendation from their guidance counselor or principal.

The University recognizes and awards credit for life-learning experience that can accelerate a student's degree. The Office for Adult Studies advises students on how to earn college credit for their learning experience through three available options:

- Credit by Examination (contact the Registrar's Office)
- Portfolio Development
- College Level Examination Program (CLEP)

Students may use any combination of these options and progress at their own pace.

Nondegree students may take advantage of all services offered by the University including:

- Internet registration
- Payment plans
- Daytime childcare
- Career and personal counseling

For additional information, contact the Office for Adult Studies at 610-436-1009 or e-mail adultstudy@wcupa.edu.

Veterans Affairs

Under the provisions of Title 38, West Chester University is an accredited university for the education of veterans. The University cooperates with the Veterans Administration to see that honorably separated or discharged veterans receive every consideration consistent with either degree or nondegree admission standards.

All veterans, certain dependents of disabled or deceased veterans, and war orphans who wish to obtain educational benefits under the appropriate public laws must register with the office overseeing veterans affairs at initial registration. Veterans must renew their registration with this office at the beginning of each subsequent semester and each summer session. The Veterans Administration requires students who are veterans to schedule at least 12 semester hours per semester in order to receive full benefits under the GI Bill.

Certification for Veterans Administration benefits is administered by the Office of Financial Aid, Room 138, Elsie O. Bull Center.

Armed Services Programs

Army Reserve Officers' Training Corps (ROTC) is available through a cross-enrollment agreement with Widener University. **Classes are generally conducted on the campus of Widener University.** Students receive from 1.0 to 3.0 free elective credit hours per course (maximum 12 credit hours) towards their baccalaureate programs.

West Chester students also may enroll in the **Air Force Reserve Officers' Training Program (AFROTC)** through an agreement with Saint Joseph's University. **All aerospace studies courses are held on the Saint Joseph's University campus,** and these courses earn transfer credit at WCU.

The University, with the approval of the Council of Trustees, permits West Chester University students enrolled in the **Armed Services Reserve Officer Candidate Program (ROC)** to receive six semester hours of baccalaureate credit upon successful completion and certification of ROC military requirements. These credits are classified as free elective transfer credits. Depending on the status of the student's program at the time of ROC credit transfer, these credits will be counted toward, or in excess of, the 120 credits required for a baccalaureate degree.

ROC programs are contingent on successful completion of a military requirement during vacation and the awarding of a college degree before being granted the service commission.

Graduate Studies

West Chester's graduate programs, introduced in 1959, offer study opportunities leading to the master of education, master of arts, master of science in administration, master of science in nursing, master of business administration, master of public health, master of science, master of social work, and master of music degrees. West Chester schedules its graduate courses in the late afternoon and evening during the fall and spring semesters. It is possible to pursue full-time graduate study during the academic year and during summer sessions.

Administration
M.S.A. (Concentrations: Human Resource Management, Individualized, Leadership for Women, Long-Term Care, Public Administration, Regional Planning, Sport and Athletic Administration, Training and Development)
Certificates in Administration; Human Resource Management; and Leadership for Women

Anthropology/Sociology
M.S.A. (Concentration: Long-Term Care)
Certificate in Geronotology

Biology
M.S. Biology

Business
M.B.A. (Concentrations: Economics/Finance, Executive, General Business, Management, Technology and Electronic Commerce)

Chemistry
M.S. Chemistry*
M.S. Clinical Chemistry*

Communication Studies
M.A. Communication Studies

Communicative Disorders
M.A. Communicative Disorders

Computer Science
M.S. Computer Science
Certificate in Computer Science

Counseling and Educational Psychology
M.Ed. Elementary School Counseling
M.Ed. Secondary School Counseling
M.S. Higher Education/Post-Secondary Counseling
Specialist I Certificate in Counseling (Elementary or Secondary)
Post Master's Certificate

Criminal Justice
M.S. Criminal Justice

Early Childhood and Special Education
M.Ed. Special Education
Certification in Special Education

Educational Research
See Professional and Secondary Education

Elementary Education
M.Ed. Elementary Education
Certificate of Advanced Graduate Study
Certification in Elementary Education

English
M.A. English
Certificate of Preparation in ESL Teaching

Foreign Languages
M.A. French
M.A. Spanish
M.Ed. French
M.Ed. Spanish

Geography and Planning
M.A. Geography
M.S.A. (Concentration: Regional Planning)

Geology and Astronomy
M.A. Physical Science (Concentration: Earth Sciences)

Health
M.Ed. School Health
M.P.H. Public Health
Certificate in Emergency Preparedness
Certificate in Integrative Health
Certification in Health Care Administration

History
M.A. History
M.Ed. History

Holocaust and Genocide Studies
M.A. Holocaust and Genocide Studies
Certificate in Holocaust and Genocide Studies

Kinesiology
M.S. Health and Physical Education (Concentrations: General Physical Education, Exercise and Sport Physiology)
M.S.A. (Concentration: Sport and Athletic Administration)
Certification in Driver Education and Safe Living

Literacy
M.Ed. Reading
Certificate in Literacy
Certification as a Reading Specialist

Mathematics
M.A. Mathematics (Concentrations: Mathematics, Mathematics Education)
M.S. Applied Statistics
Certificate in Applied Statistics
Certification in Mathematics

Music
M.A. Music History
M.M. Music Education
M.M. Music Performance
M.M. Piano Pedagogy
M.M. Music Theory and Composition

Nursing
M.S.N.
Certificate in Parish Nursing
Certification as a School Nurse

Philosophy
M.A. Philosophy

Physical Science
See Chemistry, and Geology and Astronomy

Political Science
M.S.A. (Concentration: Public Administration)

Professional and Secondary Education
M.Ed. Secondary Education
M.S. Educational Research
Certification in Secondary Education
Certificate in Teaching and Learning with Technology
Courses in Environmental Education, Urban Education

Psychology
M.A. Clinical Psychology
M.A. General Psychology
M.A. Industrial/Organizational Psychology
Certificate in Clinical Mental Health

Public Administration
See Political Science

Social Work
M.S.W. Social Work

Special Education
(See Early Childhood and Special Education)

Teaching English as a Second Language
M.A. Teaching English as a Second Language
Certificate in Teaching English as a Second Language

Women's Studies
Certificate in Leadership for Women

The following departments and interdisciplinary areas offer graduate courses, but no graduate degree: Anthropology and Sociology, Art, Linguistics, Theatre Arts, and Women's Studies.

*Note: Until further notice, no new students are being admitted into the M.S. chemistry programs.

Scholarly Publications

College Literature is an international, quarterly journal of scholarly criticism dedicated to the needs of college/university teachers; it provides access to innovative ways of studying and teaching new bodies of literature and experiencing old literatures in new ways. Kostas Myrsiades of the Department of English serves as editor.

Journal of the Hellenic Diaspora is a semiannual, international scholarly review focusing on the Greek experience of the 19th and 20th centuries, published at West Chester University by Pella Publishing Co. of New York. Kostas Myrsiades, Department of English, serves as editor.

Aralia Press

This nationally renowned literary fine press, located in 509 Francis Harvey Green Library, gives students hands-on experience in the publishing field through actual book production. Professor Michael Peich, Department of English, serves as the director.

Degree Requirements

GENERAL INFORMATION

Responsibility

The ultimate responsibility for satisfying all graduation requirements is the student's. Faculty academic advisers are expected to provide accurate, helpful information to students, and students are expected to be knowledgeable about the academic policies and procedures governing the completion of their degrees. The student and faculty adviser are expected to consult with each other regularly. Under West Chester University's advising program, all students have faculty advisers, appointed through their major departments, who counsel them on academic matters throughout their undergraduate years. Students who have not yet declared a major are advised by the Pre-Major Academic Advising Center in Lawrence Center. Students need to meet with their advisers before registration periods to discuss course enrollment and be given access ot online registration.

Applicable Catalog Year

All students are bound by the catalog in the year they are most recently admitted to the University for general education requirements. Students are bound by the major, minor, and cognate requirements in the catalog for the academic year for which they are accepted into the major or minor. If any of the degree requirements change while students are matriculating, they *may, but do not have to*, meet changed requirements after their first semester of study as a declared major. In some instances, accrediting and/or certification standards necessitate the change in major, minor, and cognate requirements. In such situations, the respective school or college will formally inform each student that he or she must meet the new requirements. Readmitted students are bound by the requirements in place for general education at the time of readmission. Major, minor, and cognate area requirements are also bound at the time of readmission, except where permission is granted by the respective department.

Dual Degrees and Majors

Students are permitted to pursue dual majors under the same degree or dual degrees with the concurrence of the participating departments. (See "Dual Degrees" and "Dual Majors" in the "Academic Policies and Procedures" section of this catalog.)

Basic Proficiency

Students who do not demonstrate basic proficiency in English or mathematics may be required to take 000-level courses as prerequisites of their degree programs. These courses do not count towards graduation.

REQUIREMENTS FOR THE BACCALAUREATE DEGREE

1. Satisfactory completion of a **minimum of 120 semester hours at or above the 100 level,** distributed as shown in the curriculum for the student's major field. NOTE: Three programs – B.S.Ed. in biology, B.S.Ed. in chemistry, and B.M. in music education – require 126 credits.
2. Achievement of a cumulative grade point average (GPA) of at least 2.00 (C) and an average of at least 2.00 (C) in the major field.
3. Attendance at West Chester University for at least 30 semester hours of the degree program, normally the final 30 semester hours of the degree program.
4. Fulfillment of any special requirements or program competencies that are particular to a department or a school.
5. Fulfillment of all financial obligations to the University, including payment of the graduation fee, and of all other obligations, including the return of University property.
6. Compliance with all academic requests, including filing an application for graduation in the Office of the Registrar.

BACCALAUREATE GENERAL EDUCATION REQUIREMENTS

The General Education *Goals* Common to All Baccalaureate Curricula

A broad education emphasizes the enhancement of basic skills in English and mathematics, and encompasses experiences in the humanities, the social and natural sciences, and the arts. At the same time, this education must be versatile because of the many new courses and areas of study that are constantly becoming available.

West Chester University strives to have students meet the following general education goals:

1. Ability to communicate effectively
2. Ability to employ quantitative concepts and mathematical methods
3. Ability to think critically and analytically
4. Ability to demonstrate the sensibilities, understandings, and perspectives of a person educated in the liberal arts tradition
5. Ability to respond thoughtfully to diversity
6. Ability to make informed decisions and ethical choices
7. Preparation to lead productive, contributing lives

West Chester University's curriculum has been planned to allow freedom of choice for the student within educationally sound limits.

This revised general education program *applies to all students* entering West Chester in *August 2002* and thereafter (special provisions apply to honors program, see page 106). All students should consult with their advisers and their department handbooks.

Policy on General Education Requirements

Students, both those matriculating as freshman and transfer students, who have not completed the *academic foundations* requirements in mathematics and English by the time they have earned 60 credits toward graduation must have the permission of the dean of their school or college (or his or her designee) to schedule additional courses.

A total of 48 semester hours of general education requirements must be completed for a baccalaureate degree. Those 48 credits are allocated among English composition, mathematics, diverse communities, communication, science, behavioral and social sciences, humanities, the arts, interdisciplinary studies, and student electives. Credit requirements for each area are provided in the following list. **NOTE: Except for the nine student elective semester hours under Category IV, courses taken to satisfy general education requirements may not be taken pass/fail.** This includes courses taken to satisfy interdisciplinary, diverse community, and writing emphasis general education requirements. **Readmitted students are bound by the requirements in place for general education at the time of readmission.**

Specific general education courses may be required by a major or minor program, but no course may have its numeric credits duplicated in any application. A student may use the course from one major to meet the requirements of the second major. In this case, the adviser will work with the student to determine which course(s) should be used to address any remaining credits. **But in no case may a student graduate with fewer than 120 credits at the 100 level or above.** Students should be aware that, although general education requirements have been met, major degree requirements may necessitate a specific minimum performance level in general education courses, e.g., a grade of C- or better.

Following is an example of a general education course that also fulfills program requirements: BIO 110 is a biology requirement and serves as a general education option.

Consult your major degree program for guidance.

Students in the honors program should consult pages 106–107 concerning general education requirements.

General Education Components

I. Academic Foundations 18 semester hours

A. English Composition (6 semester hours)
WRT 120, and one of the following: WRT 200, or 204, or 205, or 206, or 208, or 220

Policy for placement in English composition courses: Placement in the appropriate composition course is determined by the score on the SAT and/or by performance on a placement test administered by the Department of English. A student who places into and passes WRT 200 or above is not required to take WRT 120. The student, however, must complete a minimum of 120 credits to graduate. All entering freshmen with an SAT Verbal score below 500 will be placed into ENG 020 and must pass this course with a grade of C– or better. Entering freshmen with an SAT Verbal score of 500 and above and below 620 must take WRT 120. Entering freshmen with an SAT Verbal score of 610 and above are not required to take WRT 120 but must take one of the following: WRT 200, 204, 205, 206, 208, or 220. A student enrolled in ENG 020 must pass with a grade of C- or better before he or she enrolls in WRT 120. **IMPORTANT:** Credits earned in ENG 020 are computed in the student's GPA. However, these credits will not be counted as part of the 120 college-level credits required for graduation. Non-native, English-speaking students seeking admission to ENG 030, ENG 130, and ENG 131 must consult the English as a Second Language (ESL) program staff for a placement evaluation prior to registering for these courses. ENG 130 and 131 are comparable to WRT 120 and 200 for non-native, English-speaking students only. **All students who do not place out of WRT 120 must take and pass WRT 120 (130) to graduate, and no substitution of other courses satisfies this requirement. A student who fails this course after three attempts will be dismissed immediately following the third failure regardless of GPA.**

B. Mathematics (3 semester hours)
College-level mathematics course designated by the student's major department.

Policy for placement in mathematics: Placement in the appropriate mathematics course is determined by the student's math SAT score or performance on the Mathematics Placement Examination administered by the Department of Mathematics. All entering freshmen with SAT scores between 440 and 480 must complete MAT 000 with a grade of C– or better unless they are early childhood, elementary, or special education majors, in which case they take MAT 001 before they enroll in any other mathematics course. Any student, regardless of major, who scores below 440 must take MAT 001. Students who score between 440 and 480 on the SAT but who take and pass the departmental placement test during the summer orientation may place out of the developmental math levels and enroll directly into the college-level (100) mathematics course. IMPORTANT: Credits earned in MAT 000 or 001 are computed in the student's GPA. However, these credits will not be counted as part of the 120 college-level credits required for graduation.

C. Communication (3 semester hours)
One communication course will be required of all WCU students.
Choose from the following list:
COM 101, 208, 216, or 230

D. Diverse Communities (3 semester hours)
Effective for all students entering fall 2002 and later, one diverse communities course will be required of all WCU students. The requirement for a diverse communities course may be fulfilled by any approved course with a "J" designation in the course schedule. Approved diverse communities courses are indicated by a ◗ sign in the catalog course descriptions. *A diverse communities course may simultaneously fulfill another degree requirement. If a "J" course is used to fulfill another degree requirement, general education student electives increase from nine to 12 credits as needed to reach 120 credits.*
NOTE: Diverse communities courses may not be transferred to WCU.

E. Interdisciplinary Requirement (3 semester hours)
One interdisciplinary course will be required of all WCU students. Interdisciplinary courses may be fulfilled by any approved course with an "I" designation in the course schedule. Approved interdisciplinary courses are indicated by a pound sign (#) in the catalog course descriptions. An interdisciplinary course may not be used to fulfill a general education distributive or diverse communities course requirement.
NOTE: A course may not simultaneously meet the interdisciplinary, diverse communities, or foreign culture cluster requirements. Interdisciplinary courses may not be transferred to WCU. A complete list of approved interdisciplinary courses can be found on this page below.

II. Distributive Requirements 21 semester hours

A. Science (6 semester hours)

Select courses from at least two of the following areas. Courses must be selected from outside the student's major department. Recommended courses are listed below:

1. Biology—BIO 100 or BIO 110
2. Chemistry—CHE 100, CHE 103, CHE 104, or CHE 107
3. Computer Science—CSC 110, CSC 115, or CSC 141
4. Earth Science—ESS 101, ESS 111, or ESS 170
5. Physics—PHY 100, PHY 105, PHY 130, PHY 140, PHY 170 or PHY 180

B. Behavioral and Social Sciences (6 semester hours)

Select courses from at least two of the following areas. Courses must be from outside the student's major department. Recommended courses are listed below:

1. Anthropology—ANT 102 or ANT 103
2. Psychology—PSY 100
3. Sociology—SOC 200 or SOC 240
4. Economics—ECO 101, ECO 111, or ECO 112
5. Geography—GEO 101 or GEO 103
6. Government—PSC 100, PSC 101, or PSC 213

C. Humanities (6 semester hours)

Select courses from at least two of the following areas. Courses must be selected from outside the student's major department. Recommended courses are listed below:

1. Literature—LIT 165, CLS 165, CLS 260, or CLS 261
2. History—HIS 101, HIS 102, HIS 150, HIS 151, or HIS 152
3. Philosophy—PHI 101 or PHI 180

D. The Arts (3 semester hours)
Any courses in the following areas: art, cinematography, dance, music, photography, and theatre.

III. Student Electives 9 semester hours
Students are encouraged to choose electives in consultation with their major adviser.

Courses taken to satisfy the distributive area of general education requirements and the courses taken to satisfy the diverse communities, interdisciplinary, or writing emphasis requirements **may not** be taken pass/fail.

All students are encouraged to complete the above program in their first two years at West Chester.

Additional Baccalaureate Requirements

IV. Writing Emphasis Courses 9 semester hours

The rationale for writing emphasis courses is based on the assumption that writing is integral to all academic learning in liberal and professional studies. The focus for these courses is not on remediation but on enhancement; the University regards writing as much more than a set of basic language skills. The University curricula provide for:

(1) *Writing-emphasis courses each semester* in traditional liberal studies (for example, English literature, history, anthropology, sociology, chemistry, and physics) and in professional studies (for example, criminal justice, early childhood education, nursing, and public health)

(2) *A general requirement that all students must take three of these writing-emphasis courses,* in addition to English composition.

All students who take their entire general education program at WCU must complete three approved writing emphasis courses. All students who enter with fewer than 40 credits must take at least three approved writing emphasis courses at WCU. Transfer students who enter with 40–70 credits must take two writing emphasis courses. Students who transfer more than 70 credits must take one writing emphasis course. **All students entering the University fall 2002 and later (native or transfer) must take one writing emphasis course at the 300-400 level.** WRT 120, 200, 204, 205, 206, 208, or 220 do *not* count as writing emphasis courses. Each writing emphasis course may simultaneously fulfill another degree requirement.
Note: Writing emphasis courses may not be transferred to WCU.

Approved Diverse Communities Courses

ANT	321	American Indian Today
ANT	347	The Culture of Cities
CLS	165	Introduction to World Literature
CLS	203	African Studies
CLS	258	Women's Literature I
CLS	259	Women's Literature II
CLS	260	World Literature I
CLS	335	Latino Literature in the U.S.
ECE	407	Diversity Perspectives in Early ChildhoodEducation
EDA/EDE	230	Inclusive Classrooms
EDE	352	Self Group Processes in Diverse Classrooms
EDR	341	Inclusion and Reading in the Content Area
GEO	204	Introduction to Urban Studies
GEO	312	Urban Geography
HEA	110	Transcultural Health
HEA	200	Nutrition and Culture
HIS	362	Violence in America
HIS	373	African-American History
HIS	451	Women in America
HON	312	Education Systems and Social Influence
KIN	246	Sport, Culture, and Society
KIN	254	Psychosocial Aspects of Physical Disabilities
LIN	211	Language Communities in the U.S.
LIT	303	Multiethnic American Literature

MHL	125	Perspectives in Jazz
MUE	332	Music Methods and Materials II
NSG	109	Health Issues of Women
PHI	180	Introduction to Ethics
PSC	101	The Politics of Diversity in the United States
PSC	301	Gender and Politics
PSC	323	The Politics of Race, Class, and Gender
PSC	343	Culture and Politics of Asia
SCE	350	Science Education in Secondary School
SWO	351	Human Behavior in Social Environment II
THA	250	Race and Gender in American Theatre
WOS	225	Women Today
WOS	250	Women's Self-Reflections in Writing, Art, and Music
WOS	315	Third-World Women

Approved Interdisciplinary Courses

AMS	200	American Civilization
AMS	210	Mass Media and Popular Culture
AMS	250	Myths and Modernization
BIO	102	Humans and the Environment
CLS	201	Classical Mythology in the 20th Century
CLS	270	Life, Death, and Disease
CLS	329	Gender and Peace
CLS	352	Modernity/Postmodernity
CLS	368	Culture, Myth, and Society
CLS	371	Law, Literature, and Communication
COM	340	Political Communication
ECO	344	American Economic Experience
EDF	300	Democracy and Education
EFR	320	French Civilization (in English)
EGE	322	German Civilization (in English)
EGE	323	Austrian Civilization, 1848-1938
ENG	215	Views on Literacy
ENV	102	Humans and the Environment
ERU	309	Soviet Russian Culture (in English)
ESP	319	Civilization of Spain (in English)
ESP	300	Latin-American Culture and Civilization (in English)
ESP	324	Latinos in the U.S.
ESP	362	New World: America
ESS	102	Humans and the Environment
GEO	204	Introduction to Urban Studies
GER	321	German Civilization (in German)
HIS	302	Modern India
HIS	306	Chinese Civilization
HIS	308	An Introduction to the Islamic World
HIS	323	Austrian Civilization
HIS	329	Gender and Peace
IND	401	Applied Environmental Science
KIN	246	Sport, Culture, and Society
LIN	330	Introduction to Meaning
LIT	162	Literature of the Apocalypse
LIT	329	Medieval Women's Culture
LIT	250	Victorian Attitudes
LIT	370	Urbanism and Modern Imagination
LIT	309	Martin Luther King
MAT	301	The Scientific Revolution
MHL	301	Form and Style in the Arts
NSG	222	Transcultural Health Delivery
PHI	102	Introduction to Religious Studies
PHI	174	Principles of the Arts
PHI	330	Introduction to Meaning
PHI	371	Biomedical Ethics
PSC	204	Introduction to Urban Studies
PSC	318	International Political Economy
SCB	210	The Origin of Life and the Universe
SOC	349	Perspectives on Mental Illness
SSC	200	Introduction to Peace and Conflict Studies
SSC	201	Global Perspectives
SWO	225	Race Relations
WOS	225	Women Today: An Introduction to Women's Studies
WOS	250	Women's Self Reflections in Writing, Art, and Music
WOS	315	Third-World Women
WOS	329	Gender and Peace
WOS	405	Feminist Theory

NOTE: There are particular honors courses that have been approved as interdisciplinary at the 300 and 400 levels. Honors students should discuss these courses with the director of the honors program.

Foreign Language and Culture Requirements for Bachelor of Arts and Bachelor of Music Degree and Certain B.S. Degree Candidates

A. West Chester University believes that college students today require exposure to global cultures, and the University integrates this belief into courses and programs in various ways. Departments in the College of Arts and Sciences, the College of Business and Public Affairs, and the School of Music, particularly, see a need for students earning bachelor of arts degrees to gain competency in foreign language and cultures as a critical aspect of their education. The University provides options for these students based on varying levels of language competency deemed appropriate by major departments for study in their field. Questions regarding foreign language requirements should be directed to the department chairperson.

A number of B.A. degree programs require a foreign language proficiency gained from completing the second half of the intermediate year (202) of a foreign language. At this level, students may be expected to have a working knowledge of the language and culture of a foreign country. These programs are as follows:

Biology
Comparative Literature
English
Foreign Languages (in a second foreign language)
History
Liberal Studies
Mathematics (limited to French, German, and Russian)
Political Science (B.A. in international relations only)

B. Other B.A. degree programs offer students the following options:

(a) demonstrating foreign language proficiency through the intermediate level (202) or

(b) demonstrating foreign language proficiency through the Elementary II (102) level of a lan-

guage and further acquiring a cultural foundation through taking three culture cluster courses within the same foreign language area. It is not necessary for students to complete the Elementary II (102) level before taking culture cluster courses.

While this option does not give students the depth and focus of language study, the three courses will help them understand a foreign culture. (In this option, students may elect to further their foreign language skills by taking an additional semester of the language, plus two culture cluster courses.)

The foreign language plus culture cluster option is open to students who entered after May 1980.

Degree programs offering the culture cluster option are as follows:

Anthropology
American Studies
Art (B.A. only)
Communication
Communicative Disorders
Economics (B.A. only)
Geography (B.A. only)
Philosophy
Political Science (B.A. general and public management only)
Psychology
Sociology
Theatre Arts

C. Some B.S. degree programs also require a foreign language. Students should see their advisers.

D. The B.M. in music degree requires three hours of a foreign language for students in the elective studies in an outside field program of study.

E. The Department of Foreign Languages handles testing and placement.

F. Course substitutions to the foreign language requirement of a department will be granted if the student meets one of the following criteria:

1. The student is able to demonstrate proficiency through successful testing by the Department of Foreign Languages.
2. The student holds a diploma from a secondary education institution in another country. This institution must be at least the equivalent of a U.S. high school, and instruction must be in a language other than English.

G. Students who may request course substitutions because of a disability should refer to page 32, "Services for Students with Disabilities."

H. Students should take note of the policies regarding taking courses out of sequence; see page 42.

Foreign Culture Clusters

Of the three required culture cluster courses, students who choose that option may take no more than two in the same department, except that only one may be taken in the department in which they major. Students are encouraged to begin taking their culture cluster courses as soon as possible after completing the 102 level of the language. The 201 level of language courses is acceptable for use as one of the three culture cluster courses. Any exceptions to these conditions must be petitioned. A student may not use one course to simultaneously fulfill a general education distributive requirement and a culture cluster requirement.

I. Classical Civilization (Latin or Greek)
   Approved courses:
   ARH 382, HIS 318, HIS 319, HIS 348, PHI 270

II. France and Francophone Area (French)
   Approved courses:
   ARH 383, ARH 385, EFR 320, EFR 330, EFR 350, GEO 303, HIS 420, HIS 427, HIS 435, PHI 415, PSC 342

III. Germany (German)
   Approved courses:
   EGE 322, EGE 323, EGE 403, EGE 404, EGE 405, EGE 408, EGE 409, HIS 323, HIS 330, HIS 420, HIS 423, HIS 435, PHI 272, PHI 273, PSC 342

IV. Italy (Italian)
   Approved courses:
   ARH 384, EIT 360, PSC 342, GEO 303

V. Spanish (Spanish or Portuguese)
   Approved courses:
   ANT 224, ANT 322, ANT 324, ANT 362, CLS 311, CLS 335, ESP 300, ESP 305, ESP 311, ESP 319, ESP 324, ESP 333, ESP 335, ESP 403, GEO 302, HIS 315, HIS 316, HIS 317, PSC 340

VI. Russia and Eastern Europe (Russian or an Eastern European language)
   Approved courses:
   ERU 309, ERU 310, GEO 304, HIS 324, HIS 425

Academic Policies and Procedures

Degree Classification—Definitions

Degree Candidates—all undergraduates admitted to a degree program or to the undeclared major by the Office of Admissions or through approved internal transfer recorded in the Office of the Registrar.

Nondegree Students—students permitted to enroll part time (maximum nine credits per semester) for course work toward professional development, personal growth, or certification. Recent high school graduates (within the previous two years) are required to meet the admission standards of the University. Transfer students may enroll nondegree if they have attempted less than 30 credits and have a 2.5 grade point average. High school students may attend on a nondegree basis with written permission of their high school principal or guidance counselor. Nondegree students may attempt a maximum of 18 credits. Upon reaching 18 credits, students must have a 2.00 GPA or the department's required GPA to be

eligible for admission to a degree program or to request permission to enroll with professional development status.

Student Standing

The student's standing is determined by the number of semester hours of credit **earned** as follows:

Freshman	0-29.5 semester hours of credit (inclusive)
Sophomore	30-59.5 semester hours of credit (inclusive)
Junior	60-89.5 semester hours of credit (inclusive)
Senior	90 or more semester hours of credit

Full-Time Status

A full-time class load ranges from 12 to 18 semester hours of credit. Credits attempted or earned through the process of Credit by Examination are not counted in the student class load.

Overloads

Students wishing to carry more than 18 credit hours in the fall or spring semester, or six credit hours in a summer session, must secure permission. Permission will not be granted for more than 24 hours in a fall or spring semester. The maximum student load for summer school is six hours per session. A student will not be allowed to carry an overload of more than 18 hours in any one summer nor be allowed to carry more than one additional course per summer session.

A student should not seek permission to carry an overload if his or her cumulative average is below 2.75.

Permission for an overload is granted by the chairperson of the department in which the student is majoring and the Office of the Registrar.

School Assignments for Field Experiences

Students are assigned early field and student teaching experiences at schools with which the University has a formal agreement. Students will not be assigned to schools that they attended or where members of their families are employed or attend.

Special requests for school assignments will be considered by the student's major department.

Effective fall 1999, before an undergraduate student may register for independent study or research, practicum, internship, externship, or any field placement, he or she must have an overal GPA of 2.00 or higher, and a GPA of 2.00 or higher in his or her major courses.

This policy does not supersede current departmental policies that have established higher standards. This policy does not prevent departments from setting higher GPA standards for undergraduate students within their major. Departments may also establish a minimum required GPA for all cognate courses for undergraduate students who wish to register for any of these courses.

Second Degrees

An individual may pursue a second degree at West Chester University after earning the first degree either at West Chester or some other institution. Such an individual must apply for admission through the Office of Admissions as a transfer student and earn at least 30 hours of West Chester University credit beyond the requirements of the initial baccalaureate program. All requirements for the curriculum in which the second degree is earned must be satisfied. A given course required in both the degree programs is not repeated for the second degree.

Dual Degrees

A student who has successfully completed at least 30 credits of work at West Chester University may petition to pursue a second undergraduate degree concurrently with the first, such as a B.S. in computer science and a B.A. in art. If admitted to a second degree program, the student must, to receive both degrees at graduation, earn at least 30 credits beyond the requirements of the baccalaureate program with the fewest required credits **for a minimum of 150 credits.** When a student is enrolled in dual degree programs:

a. The student may not be graduated until both the degrees are completed.
b. All requirements for the curriculum of each degree must be satisfied.
c. A course required in both degree programs does not have to be repeated for the second degree.
d. All University requirements such as minimum GPA and number of credits taken at West Chester University in the major must be met for each degree separately.

Double Major

A student may select two majors within the same degree. In this case, a student must meet all of the requirements for both majors. The student should consult regularly with advisers from both programs. Students wishing to pursue two types of baccalaureate degrees (B.A., B.F.A., B.M., B.S., B.S.Ed., B.S.N.) should see Dual Degree section above.

Minor Fields of Study

Students who have enough flexibility in their major curriculum to fulfill the requirements of a minor must fill out and submit a minor selection application to the Office of the Registrar. To enroll in a minor field of study, students must have the permission of both their major and their proposed minor departments. Admission to the minor does not guarantee admission to the major. Students must complete 18 to 30 hours of courses selected in consultation with the minor program adviser. At least 50 percent of minor course work must be taken at West Chester. Also, beginning with students entering in the fall 1993 semester, students must earn a minimum GPA of 2.00 in the set of courses taken for a minor in order to receive transcript recognition of that minor.

Minors available at West Chester University include the following:

Accounting
African/African-American Literature
American Studies
Anthropology
Art History
Astronomy
Athletic Coaching
Biology
Business and Technical Writing
Business Geographics and Information Systems
Chemistry
Communication Studies
Comparative Literature
Computer Science
Creative Writing
Criminal Justice
Dance (Education/Therapeutic)
Dance (Performance)
Early Childhood Education
Earth Sciences
Economics
Elementary Education
Elementary School Mathematics
Ethnic Studies
Film Criticism
Finance
French
Geography
Geology
German
Health Science

History
Holocaust Studies
International Business
Italian
Jazz Studies
Journalism
Latin
Latin American Studies
Linguistics
Literature
Mathematics
Music
Music History
Nutrition
Peace and Conflict Studies
Philosophy
Physics
Political Science
Professional Education
Psychology
Public Management
Reading
Religious Studies
Russian
Russian Studies
Sociology
Spanish
Special Education
Studio Art
Theatre
Translation
Web Technology and Application
Women's Studies

Specific course requirements may be obtained from the minor program advisers.

Changing Majors

A student wishing to transfer from one program of study at the University to another program must file a change of major form in the Office of the Registrar. The student must meet the standards for admission to the desired program and must obtain written permission from the department involved. Any courses that were initially accepted for transfer credit from another college are subject to re-evaluation by the department to which the student transfers internally.

Adding a Course

Students may add a course by filing a schedule change form in the Office of the Registrar during the Drop/Add Period. Students will not be permitted to add a course after the end of the Add Period (sixth day of the semester).

Dropping a Course

Students may drop a course by filing a schedule change form in the Office of the Registrar during the Drop/Add Period, thereby receiving no grade. Students will not be permitted to drop a course after the end of the Drop/Add Period (fifth day of the semester).

Scheduling Courses

Students may not schedule more than one section of the same course in any given semester. If they do so, they may be removed from one section by the chair of the department offering the course.

Withdrawing from a Course

A grade of W (Withdraw) will be entered on the academic record of any student who withdraws from a course *between the end of the first week and before the end of the ninth class week* or the equivalent in summer sessions.

After the ninth week of classes, students *may not* withdraw selectively from courses; they must contact the Office of the Registrar and withdraw from the University. The University will record a "W" for all courses in which the student is registered. However, if the effective date of official withdrawal is during the last week of classes, a letter grade or NG will be assigned for that course. A student may not receive a W during the last week of classes.

STUDENTS WHO FAIL TO WITHDRAW FROM OR DROP A COURSE OFFICIALLY CAN EXPECT TO RECEIVE A GRADE OF F FOR THE COURSE AND ARE FINANCIALLY RESPONSIBLE TO PAY FOR IT.

Withdrawal from the University

Students wishing to withdraw from the University may go to the Office of the Registrar or submit their withdrawal to the office in writing. Written notification is required for all withdrawals. If illness or some other emergency interrupts the student's University work necessitating withdrawal, he or she must notify the Office of the Registrar at once.

Unless a student withdraws officially, F grades will be recorded for unfinished courses.

Taking Courses Out of Sequence

Students may not enroll for credit in a more elementary course in a sequence after having satisfactorily passed a more advanced course in that sequence. For example, a student may not enroll for credit in French 101 after having satisfactorily passed French 201. Similarly, students who enroll in a course that requires less proficiency than placement or proficiency tests indicate they possess may be denied credit towards graduation.

Repeating Courses

The Repeat Policy is divided into two sections, i.e., a policy covering **developmental courses (000-level) that do not count towards graduation,** and a policy covering college-level courses.

A. Policy covering developmental courses

Students who enter the University beginning with the 1991 fall semester may have three attempts to pass each developmental course (000-level). **The repeat privilege for developmental courses will not count within the five-repeat allotment for college-level courses.** Credits for these courses do not count towards graduation but are computed in the cumulative grade point average. **Students may repeat a single course twice, which results in eliminating the grades from the first and second attempts. The third attempt, however, will be the grade of record.** Students must pass the developmental basic skills courses (English and mathematics) with a C- or better before enrolling in a more advanced course in the respective discipline. Students enrolled in the basic skills developmental course(s) who do not pass with a C- or better after three attempts will be permanently dismissed from the University **regardless of overall grade point average. Students who fail developmental courses at West Chester University may not repeat those courses at another university or transfer in the college-level (100 or higher) course.**

B. Policy covering undergraduate college-level courses

Students may repeat undergraduate college-level courses to improve a grade of F, D, C, or B (not A). If a student is repeating a course completed before 1996, in an effort to improve the grade received, he or she must file a grade replacement form in the Office of the Registrar.

1. No student may use the repeat option more than five times TOTAL. For example, this means repeating five DIFFERENT courses once each, or repeating each of two different courses

twice (four repeats) and one additional course once.
2. A single course may not be repeated more than twice.
3. A replacement for the grade in the first attempt occurs automatically at the completion of the second attempt of a repeated course. This constitutes one of the five available repeats.
4. A grade replacement will only take place on the second attempt of a course.
5. When a student completes a third attempt of a course, the grades for the second and third attempts will be used to calculate the cumulative grade point average.
6. Students may repeat undergraduate college-level courses to improve a grade of F, D, C, or B (not A).

Students will not be permitted to repeat courses for credit beyond five repeats, or beyond two repeats for a single course.

Undergraduate students who *take* and *complete* a course at West Chester may not repeat the course at another institution and have the credits or grade count towards a West Chester degree.

Undergraduates who take a course for graduate credit are subject to the graduate repeat policy. See the Graduate Catalog for information.

Because all students must take and pass WRT 120 to graduate, a student who fails this course after three attempts will be dismissed immediately following the third failure, regardless of GPA.

Repeat Course Procedure

The first time a student completes a course for a grade it is considered the first attempt. The second time a student completes a course for a grade it is considered the second attempt and the first repeat. The third time a student completes a course for a grade it is considered the third attempt and is the second repeat. The first time a course is repeated, only the second grade is computed into the GPA. The repeat is filed automatically when the second attempt has been completed. If the college-level course is repeated a second time, both the second and third grades are computed into the GPA. Students who complete a course with a fourth attempt or more are in violation of the Repeat Policy and will not earn credit.

Pass/Fail Policy

1. All degree students who are sophomores, juniors, or seniors with a cumulative GPA of at least 2.00 are eligible to take courses pass/fail.
2. The pass/fail privilege is limited to one course per semester; **only student electives in general education and free electives within the major/minor may be taken** on a pass/fail basis. Free electives are completed at the choice of the student. They may not be used to satisfy major, core, cognate, or general education (including distributive) requirements.
   Courses taken to satisfy the distributive area of general education requirements and the courses taken to satisfy the diverse communities, interdisciplinary, or writing emphasis requirements **may not** be taken pass/fail.
3. A grade of *pass* carries credit value but does not affect the cumulative grade point average.
4. A grade of *fail* is computed into the cumulative grade point average.
5. After contracting for pass/fail, the student may not request or accept any grade other than a P or an F.
6. This process must be completed by the end of the *ninth* week of the semester or the equivalent in summer school. Forms are available in the Office of the Registrar.

Auditing Privileges

Anyone may attend the University for the sole purpose of auditing courses by first scheduling for the course, paying the regular fee, and then completing an audit application form available from the Office of the Registrar. An undergraduate student may declare "audit" status in a course through the end of the ninth week of class **but** may only audit one course per semester. Faculty may refuse to grant auditor status. Full-time students have the privilege of auditing without additional charge, provided they obtain approval from the course instructor and the course does not create an overload situation. If an overload results, students are assessed the per-credit rate for each credit in excess of 18. Part-time students may audit, provided they obtain the instructor's approval, enroll in the course through the Office of the Registrar, and pay the regular course fees.

Credit is never given to auditors. The auditor status may not be changed after it has been declared. The grade of audit (AU) is recorded on the student's transcript. An audited course *will not* fulfill any requirement toward graduation including interdisciplinary, diverse communities, and writing emphasis attributes.

Credit by Examination

Forms to register for credit by examination are available from the Office of the Registrar. A fee of $25 is charged for each course. Credit by examination is a privilege subject to the following conditions:

1. Application occurs during the Drop/Add Period. If the student has already scheduled into the course, the course will be dropped from the schedule for that term. Grade notification for credit by exam will occur at the end of the semester. Therefore, if the student fails, the course will have to be taken in a later term.
2. The student has a cumulative GPA of at least 2.00.
3. The student demonstrates evidence of satisfactory academic background for the course.
4. The student has not already completed a more advanced course that presupposes knowledge gained in the course. For example, credit by examination cannot be given for FRE 101 after the student passed FRE 102.
5. Credits attempted or earned through the process of credit by examination are not counted in the student class load.

NOTE: Students who have taken a course but have not achieved a satisfactory grade may not apply for credit by examination for the same course.

Independent Study

Many departments offer an independent study course for students with demonstrated ability and special interests. This course is appropriate when a student has a specialized and compelling academic interest that cannot be pursued within the framework of a regular course. Students must obtain departmental permission for independent study courses. An overall GPA of 2.00 or higher and a minimum GPA of 2.00 in a student's major courses are required. The independent study form is available in the Office of the Registrar.

Individualized Instruction

Individualized instruction is the teaching of a regular, listed catalog course to a single student. Individualized instruction is offered only when the University has canceled or failed to offer a course according to schedule. Students must obtain departmental permission for individual instruction. The individualized instruction form is available in the Office of the Registrar.

Graduate Credit

A senior (90 credits or more) pursuing a bachelor's degree who has an overall grade point average of 3.00, may, with the permission of the major adviser, course professor, department chair of the course, the dean of graduate studies and extended education, and the associate provost, enroll in up to six credits of graduate-level course work. The student must be at the senior level with the designated grade point average at the time the course begins.

If the course is dual numbered, the undergraduate must take the undergraduate-level course and apply it towards the bachelor's degree. If the course is not dual numbered, but at the 500 level or above, the course may count either as undergraduate credit towards the bachelor's degree or as graduate credit.

If the student wishes to have the credits count towards the bachelor's degree, the student must submit a completed "application for an undergraduate student to take a graduate course for undergraduate credit." The form is available in the Office of the Registrar. If, on the other hand, the student wishes to have the credits count towards a graduate degree, he or she must submit a completed "application for an undergraduate student to take a graduate course for graduate credit." The form is available in the Graduate Office. To receive graduate-level credit, the student also must submit a properly completed and approved graduate school admissions form to the Office of Graduate Studies before completing the appropriate form.

Individual departments have the right to implement more stringent academic standards for courses within their departments. Any student not meeting University or departmental standards when the appropriate semester begins will not be permitted to enroll.

If a course is taken for undergraduate credit, no additional fees will be required. If a course is taken for graduate credit, the student must pay graduate tuition and applicable fees for that course. A student not carrying 12 hours of undergraduate credits will be charged at the appropriate hourly tuition rates for both the undergraduate and graduate credits. All other fees will be charged at the undergraduate level.

No more than six credits taken under this policy may be applied to the master's degree. Students may not elect to change between undergraduate and graduate credit after the term or semester has begun.

Undergraduate students approved to take a graduate course for undergraduate credit are bound by the undergraduate catalog policy on repeats and withdrawals. Undergraduate students approved to take a graduate course for graduate credit are bound by the graduate catalog policy on repeats and withdrawals.

Undergraduate Student Attendance Policy

Each professor will determine a class attendance policy and publish it in his or her syllabus at the beginning of each semester. When a student fails to comply with the policy, the professor has the right to assign a grade consistent with his or her policy as stated in the syllabus. Absences cannot be used as the sole criterion for assigning a final grade in a course. Excused absences, in accordance with the Excused Absences Policy for University-Sanctioned Events, will not result in a penalty, provided the student follows this policy. University departments or programs may establish attendance policies to govern their sections as long as those policies fall within these guidelines.

Excused Absences Policy for University-Sanctioned Events

Undergraduate students participating in University-sanctioned events such as, but not limited to, the Marching Band, musical ensembles, theatre group, athletic events, forensics competition, etc., will be granted an excused absence(s) by the respective faculty members for class periods missed. Students will be granted the privilege of taking, at an alternative time to be determined by the professor, scheduled examinations or quizzes that will be missed. The professor will designate such times prior to the event. Professors can provide a fair alternative to taking the examination or quiz that will be missed. Students must submit original documentation on University letterhead signed by the activity director, coach, or adviser detailing the specifics of the event in advance. Specific requirements include:

1. Responsibility for meeting academic requirements rests with the student.
2. Students are expected to notify their professors as soon as they know they will be missing class due to a University-sanctioned event.
3. Students are expected to complete the work requirement for each class and turn in assignments due on days of the event prior to their due dates unless other arrangements are made with the professor.
4. If a scheduled event is postponed or canceled, the student is expected to go to class.
5. Students are not excused from classes for practice on nonevent days.

The following are specifics for the student athlete:

1. The student athlete is expected, where possible, to schedule classes on days and at hours that do not conflict with athletic schedules.
2. Athletes are not excused from classes for practice or training-room treatment on nongame days.

Exemption from Final Examinations

Students who have attained an A or B prior to the finals, have completed all other course requirements, and have the instructors' permission may waive final examinations. This privilege is subject to several reservations.

1. Any unit examinations given during the final examination period are not subject to this policy.
2. Academic departments as well as individual faculty may adopt a policy excluding the final examination exemption for certain courses.
3. Mutual agreement between the instructor and the student to waive the final examination should be determined during the week prior to the beginning of the examination period.

The course grade will be the A or B earned exclusive of a final examination grade.

Grade Reports

After each semester, a report of each student's semester grades is available on my.wcupa.edu. This also can be accessed through the University's web site (www.wcupa.edu).

Grading System

Grade	Quality Points	Percentage Equivalents	Interpretation
A	4.00	93-100	Excellent
A–	3.67	90-92	
B+	3.33	87-89	Superior
B	3.00	83-86	
B–	2.67	80-82	
C+	2.33	77-79	Average
C	2.00	73-76	
C–	1.67	70-72	
D+	1.33	67-69	Below Average
D	1.00	63-66	
D–	0.67	60-62	
F	0.	59 or lower	Failure
NG			No Grade
W			Withdrawal
Y			Administrative Withdrawal
AU			Audit

NG (No Grade): Given when a student fails to complete course requirements by the end of a semester for a valid reason. See "Grade Changes."

W (Withdrawal): Given when a student withdraws from a course between the end of the first and the end of the ninth class week of the semester or the equivalent in summer sessions.

Y (Administrative Withdrawal): Given under appeal when there is documentation that the student never, in fact, attended class. Other extenuating circumstances regarding administrative withdrawal may be reviewed by the associate provost. No refunds are associated with this grade.

The grade assigned to the student must reflect the percentage equivalent of the plus, minus, and straight grades earned in a course.

Cumulative Grade Point Average

The cumulative grade point average (GPA), sometimes called the cumulative index, is determined by dividing the total quality points *earned* for courses by the total credit hours *attempted.* The following example is based on a single semester:

	Credit Hours Attempted	Grade	Quality Points for Grade		Quality Points Earned for Course
1st subject	4	A	4	4 x 4 =	16
2nd subject	3	B	3	3 x 3 =	9
3rd subject	3	C	2	2 x 3 =	6
4th subject	3	D	1	1 x 3 =	3
5th subject	2	F	0	0 x 2 =	0
	15				34

34 divided by 15 equals a GPA of 2.27.

All grades received during a student's enrollment (except the grades of P and NG, and except when a second attempt produces a higher course grade and a grade replacement takes place) are included in the cumulative GPA. Grades from other colleges are excluded.

A student's grades and GPA cannot change once he or she has graduated.

Grade Changes

A grade awarded other than NG is final. Final grades can be changed only when there is a clerical or computational error. A newly disclosed diagnosis of a learning disability may not be used as reason for requesting a grade change or removal. If the student thinks there is an error, the student must report the alleged error in writing to the professor as soon as possible, but no later than the end of the fifth week of the following semester. If a grade change is warranted, the professor must submit a change of grade request to the Office of the Registrar not later than the end of the ninth week of the semester. Final grades cannot be changed after the ninth week of the semester following the alleged error.

NG (No Grade) is given when a student fails to complete course requirements by the end of a semester for a valid reason. If the student did not complete course requirements because of a valid reason, such as a serious illness or death in the family, the professor may assign a grade of NG and grant the student permission to complete the requirement within the first nine weeks of the next semester.

A GRADE OF NG IS CHANGED TO AN F AUTOMATICALLY IF THE REQUIREMENTS HAVE NOT BEEN COMPLETED BY THE END OF THE NINTH WEEK OF THE FOLLOWING SEMESTER. (The instructor must file a change of an NG grade in the Office of the Registrar by the middle of the tenth week of the semester.)

A graduating senior has only 30 calendar days after the end of the term in which he or she intends to graduate to complete all degree requirements, including the removal of NG.

Grade Appeals

Scope of the Policy

The Grade Appeals Policy applies only to questions of student evaluation. Since appeals involve questions of judgment, the Grade Appeals Board will not recommend that a grade be revised in the student's favor unless there is clear evidence that the original grade was based on prejudiced or capricious judgment, or was inconsistent with official University policy. Please refer to the Academic Dishonesty Policy for cases where the grade appeal involves a grade given for academic dishonesty. Academic dishonesty includes but is not limited to:

1. Plagiarism, that is, copying another's work or portions thereof and/or using ideas and concepts of another and presenting them as one's own without giving proper credit to the source;
2. Submitting work that has been prepared by another person;
3. Using books or other materials without authorization while taking examinations;
4. Taking an examination for another person, or allowing another person to take an examination in one's place;
5. Copying from another's paper during an examination or allowing another person to copy from one's own; and/or,
6. Unauthorized access to an examination prior to administration.

Procedure

1. (a) A student must initiate an appeal in writing within 20 class days from the date of the decision or action in question. In case of an appeal of a final grade, the appeal must be filed no later than the first 20 class days of the term following the one in which the grade was received. This written appeal should be sent to the instructor who awarded the grade in question. The appeal shall be reviewed by the student and the faculty member. They shall mutually attempt to resolve the appeal within five class days from the receipt.
   (b) If the appeal is based on an interpretation of departmental or University policy, the student's academic adviser also may be present during the review process. In such case, there shall also be a limit of five class days in which to resolve the appeal.
2. An appeal not resolved at Step 1 shall be referred in writing by the student within five class days after the completion of Step 1 to the chairperson of the department of which the course in question is a part. If there is a departmental appeals committee, the problem shall be referred directly to it. The department chairperson or the departmental appeals committee shall normally submit a written response to the student within 10 class days following receipt of the written statement of the problem. A copy of this response also shall be provided to the instructor.
3. If no mutually satisfactory decision has been reached at Step 2, the student may submit a written appeal to the dean of the college or school in which the problem originated. Such an appeal shall be made within five class days following the receipt of the written response of the department chairperson or the departmental appeals committee. The dean shall investigate the problem as presented in the written documentation, review the recommendation and provide, in writing, a proposal for the solution of the problem within 10 class days following its referral.
4. If the problem is not mutually resolved by Step 3, the student may file an appeal with the Grade Appeals Board within five class days of the receipt of the written proposal from the dean.

The request for an appeal must be submitted to the associate provost or, if appropriate, to the dean of graduate studies who will convene the Grade Appeals Board as soon as possible, but no later than 15 class days after the receipt of the written request.

Grade Appeals Board

1. Membership
   A. The associate provost (or, if appropriate, the dean of graduate studies) serves as nonvoting chairperson. If the associate provost is not available to serve, the administration will appoint a substitute mutually acceptable to the student and the Association of Pennsylvania State College and University Faculties (APSCUF).
   B. A faculty dean not involved in the appeals process. A substitute may be appointed as given in "A" above.
   C. Two faculty members. At the beginning of each academic year, the Office of the Associate Provost shall randomly select two full-time faculty from each academic department in order to constitute the pool. Two faculty members from different departments will be selected randomly from this pool for each Appeals Board.
   D. Two undergraduate students or, if appropriate, two graduate students appointed by the president of the Student Government Association (SGA).
2. Attendance
   A. The faculty member involved may be assisted by an adviser, an APSCUF representative, or the chairperson of the department in which the problem originated.
   B. The student involved may be assisted by an adviser. The adviser may be another student, an administrator, or a faculty member.
   C. Such witnesses as are called on behalf of either the faculty member or the student.
   D. Resource persons or expert witnesses called at the request of the board. In the event that the decision making involves knowledge of the discipline, the board shall be required to utilize at least one resource person from the discipline, an expert adviser(s) to aid them in their decision making.
3. Procedure
   A. Preparation for the Hearing — All parties must be informed of the complaint in writing by the chairperson of the Grade Appeals Board (hereafter referred to as "chairperson"), normally within five class days after the receipt of the complaint. Copies of documents and correspondence filed with respect to the complaint shall be provided to the interested parties through the chairperson. Thereafter, neither new evidence nor new charges shall be introduced before the board. The chairperson shall notify in writing the interested parties of the exact time and place of the hearing and shall provide existing University and/or Commonwealth policies relevant to the appeal at least five class days before the beginning of the proceedings. Throughout these proceedings, the burden of proof rests upon the person bringing the appeal.
   B. Hearing Procedure — During the hearing, both the faculty member and the student shall be accorded ample time for statements, testimony of witnesses, and presentation of documents.
   C. Decision of the Appeals Board
      1. The Grade Appeals Board shall deliberate in executive session and render a decision by majority vote within three days of the close of the hearing. The chairperson may participate in these deliberations but not vote.
      2. The chairperson shall notify, in writing, the student, the faculty member, and the department in which the course in question is located of the decision within three class days of the board's final action. The notification shall include the basis upon which the decision was reached.

Notes

1. Both faculty member and student are entitled to the right of challenge for cause of any member of the department committee (if used) and the Grade Appeals Board except the chairperson. In the case of challenge at the Appeals Board level, the chairperson shall adjudicate the challenge. One challenge at each level is permitted.
2. A "class day" is defined as any day when classes are officially in session at West Chester University.
3. If the course in which the grade dispute occurred is offered under the auspices of a unit of the University other than an academic department, the program director/coordinator, head of that unit, and/or the department chairperson will function in Step 2 of the procedure. In Step 3, the appeal should then be made to the associate provost rather than the dean of the college.
4. If the professor is not on contract or in residence on the campus, he or she shall have the right to defer the procedure until his or her return. Similarly, if the procedure would normally occur during the summer and the student is not enrolled in any summer session, the procedure may be deferred until the fall semester at the student's request.

Student Academic Dishonesty Policy

I. Academic Dishonesty Process

A. Academic dishonesty is prohibited and violations may result in discipline up to and including expulsion from the University. Academic dishonesty as it applies to students includes but is not limited to academic cheating; plagiarism; the sale, purchase, or exchange of term papers or research papers; falsification of information which includes any form of providing false or misleading information, written, electronic, or oral; or of altering or falsifying official institutional records. Plagiarism is defined as copying another's work or portions thereof and/or using ideas and concepts of another and presenting them as one's own without giving proper credit to the source.

NOTE: The student code of conduct covers theft or attempted theft of property or services; destruction; vandalism; misuse or abuse of the real or personal property of the University, any organization, or any individual.

B. Charges of academic dishonesty against a student may be brought by any member of the University community. Students making claims of dishonesty must do so under the guidance of the appropriate involved faculty member or office director. A written charge must be initiated within 20 calendar days from the date of the alleged action. However, if the alleged action occurs during the last 20 calendar days of the semester, the charger has 20 calendar days into the subsequent semester to make the charge. The last day of a semester is the last day of final examinations. NOTE: If the charger is not on contract or in residence on the campus, he or

she shall have the right to defer the procedure until his or her return. Similarly, if the procedure would normally occur during the summer and the charger is not enrolled in any summer session, the procedure may be deferred until the fall semester at the charger's request.

C. Charges of academic dishonesty may be dealt with informally, by mutual agreement of the person bringing the charges and the student. A written agreement of the settlement shall be signed by both sides. An instructor may, on his/her own authority, apply a penalty to the student's grade, including failure in the course. If additional sanctions are requested by the instructor, the appeals process must be employed and an academic integrity hearing must be convened. A student may appeal the instructor's unilateral imposition of a penalized or failing grade. A student who files an appeal will suffer no worse penalty as a result of the appeal than she/he would have suffered if she/he had not appealed the instructor's unilateral sanction.

D. If the informal process has not been employed or either party is not satisfied with the resolution under (C) above, then that party shall, with 10 calendar days, submit written notification to the department chair or unit director. The department shall then, within 20 calendar days, handle the matter according to its own written procedures and provide written notification of its decision to all parties.

E. If either party is not satisfied with the resolution reached in (D) above, the party may, within 20 calendar days of the department's decision, appeal the matter in writing to the dean or, in the absence of the dean, another appropriate administrator. The dean or administrator shall then, within 20 calendar days, handle the matter according to her/his written procedures and provide written notification to all parties.

F. If either party is not satisfied with the decision of the dean or administrator, that party may, within 10 calendar days, appeal the matter in writing to the Academic Integrity Board.

G. Membership of the Academic Integrity Board

1. The provost (or provost's designee) shall appoint faculty and administration members of the Academic Integrity Board. The associate provost (or, if appropriate, the dean of graduate studies) serves as nonvoting chairperson. If the associate provost or dean of graduate studies is not available to serve, the administration will appoint a substitute.
2. A faculty dean not involved in the charging process. A substitute may be appointed as given in 1 above.
3. Two faculty members. At the beginning of each academic year, the Office of the Associate Provost shall randomly select two, full-time faculty from each academic department in order to constitute the pool. Two faculty members from different departments will be randomly selected from this pool to serve on each Academic Integrity Board.
4. Two undergraduate students or, if appropriate, two graduate students, appointed by the president of the Student Government Association (SGA) or president of the Graduate Student Association (GSA), respectively.

H. A written recommendation based on a preponderance of evidence arrived at by majority vote, in which the facts and reasons for the recommendation are set forth, shall be issued within 15 calendar days after the close of the board proceedings and shall be sent to the provost and vice president for academic affairs with copies to all parties. If the vote of the board is not unanimous, a minority report also will be forwarded to all parties within 15 calendar days of the close of the board proceedings. Within 15 calendar days, the provost shall implement the recommendation of the board or shall provide a written response containing his/her decision and explaining to all parties his/her reasons for declining to implement the board's recommendation.

I. Either party may express its reaction in writing regarding the recommendation of the board to the provost or his/her designee within seven calendar days. Any stay of sanction shall be granted only upon application to and at the sole discretion of the provost or his/her designee. The decision of the provost shall be final.

II. Sanctions

A. At the conclusion of the appeals process, a student may be exonerated or subject to any combination of the following range of penalties: failure in the course, disciplinary probation, suspension, expulsion, financial restitution, or holds placed on the student's records. If a student has a record of past violations of the Student Academic Dishonesty Policy as adjudicated by the Academic Integrity Board, then the board will review that record and consider it when applying sanctions. The board shall have no knowledge of that record when making its initial adjudication of the case.

Policy on Disruptive Classroom Behavior

1. Definition of disruptive classroom behavior
   A. Disruptive behavior is defined as an act that is disorderly, that might include but is not limited to that which disrespects, disrupts, harasses, coerces, or abuses, and/or might threaten or harm property or person, so that it interferes with an orderly classroom, teaching process, or learning function.
   B. Such behavior originates in a classroom, faculty member's office, or other site so long as it is related to the academic classroom or classroom function.
2. Limitation of Policy
   This policy addresses only student classroom behavior as defined here. Nonacademic student behavior is addressed in the Student Code of Conduct and the Judicial Board process as outlined in the *Ram's Eye View.*
3. Classroom Management
   This policy acknowledges the need for protection of academic freedom in the classroom, for faculty authority in classroom management, and for faculty and student safety in the classroom.
4. Due Process
   This policy respects faculty and student rights to due process in any event emanating from disruptive student behavior in the classroom.

Process

1. The first instance of disruptive behavior shall result in an immediate verbal warning by the faculty mem-

ber. The faculty member shall advise the student of the existence of the Disruptive Classroom Behavior Policy and where it is published. **Exception:** A first instance in which disruptive behavior appears to compromise the safety of or is threatening to a faculty member or student(s) shall result in immediate removal of the student from the classroom by the faculty member. In the event of imminent danger to person or property, Public Safety will be called and immediate removal shall result. Extreme or severe behavior can result in removal from the course and not merely from the immediate class.

2. A second instance of disruptive behavior shall result in the removal of the student from class for the remainder of the class period. The faculty member should log the behavior and the steps taken in writing.
3. A third instance of disruptive behavior shall result in permanent removal of the student from the class.

Temporary Removal

1. A student who has been asked to leave the classroom must meet with the faculty member prior to returning to the next class.
2. A student may, as the result of removal from the classroom and having met or tried to meet with the faculty member without success, request a third party agreeable to both the faculty member and him/herself to assist in resolving his/her difference with the faculty member. He/she can do so by applying to the chairperson of the department in which the course in which the event occurred is housed.

Permanent Removal

1. In the event of permanent removal from the class, the faculty member shall notify the chairperson of the department in which the course is housed, who shall then notify the dean of his/her college, the dean of students, and the chairperson of the student's major department.
2. A student who has been permanently removed from the classroom shall be assigned a grade consistent with course requirements depending upon the point in the course at which the removal took place. A written statement of the reason for permanent removal shall be provided to the student by a review panel, in the event of an appeal by the student, or by the faculty member, in the event there has been no appeal. The review panel shall be the only venue for a hearing on permanent removal from the classroom.

Appeal Process

1. The student may, within five University calendar days of removal, appeal permanent removal. That appeal shall be made to the review panel which shall be constituted and charged by the dean of the college, or his/her designee, in which the event occurred. The panel shall include an academic manager, a faculty member, and a student. It shall within five University calendar days conduct fact finding and make a written recommendation to the dean who shall provide copies to the faculty member and the student. Extension based on compelling circumstances may be granted by the dean or his/her designee.
2. A student who appeals removal shall be given an opportunity to keep up with classroom assignments during the time it takes the review panel to reach its decision.
3. In the event that the student's behavior was perceived as sufficiently threatening or severe, either party may invoke the right to a separate interview or may submit written testimony to allow for fact finding by the panel.

Dean's List

The names of degree-seeking students who complete 12 or more graded hours in an academic semester and achieve a semester GPA of 3.67 or better are placed on the dean's list. Nondegree students who complete a minimum of nine credits, have a GPA of 3.67, and no grade below a "B" in the semester also will be recognized on that semester's dean's list.

Maintenance of Academic Standards: Probation and Dismissal

A student's scholastic standing at the University is indicated by his or her cumulative grade point average (GPA). Three categories of academic standing have been established: good academic standing, probation, and dismissal. A student remains in good academic standing as long as he or she maintains a minimum cumulative GPA of 2.00 for all work taken at the University. Probation and dismissal are actions taken by the University when a student's GPA falls below an acceptable level at the end of the fall or spring term. No student will go on or come off academic probation, or be dismissed from the University for academic reasons, at the end of summer term.

Conditions of Probation. Probation is defined as a trial period during which a student whose cumulative average has fallen below acceptable standards must bring his or her average up to those standards or be dismissed from the University. The following rules govern the category of probation:

A. A student shall be placed on probation if he or she has attempted
   - more than nine and up to 18 semester hours of work with a cumulative GPA of less than 2.00
   - more than 18 but fewer than 48 semester hours of work with a cumulative GPA from 1.00 to less than 2.00
   - at least 48 but fewer than 64 semester hours of work with a cumulative GPA from 1.40 to less than 2.00
   - at least 64 or more semester hours of work with a cumulative GPA from 1.70 to less than 2.00

B. Probation shall commence immediately at the end of the semester in which the cumulative GPA falls into the range described. A notice of probation shall be printed on the student's transcript, and the student shall be notified by the University that he or she is in danger of dismissal. A student who receives notice of being placed on probation shall *immediately* seek advising, tutoring, and instruction in effective study habits and efficient use of time — in short, take every possible measure to improve the quality of his or her academic performance.

C. A student will be allowed to continue on probation for *no more than 30 attempted semester hours of work* after being placed on probation. If the GPA has not reached an acceptable level by that time, the student will be dismissed from the University. A student is removed from probation when the cumulative GPA rises to 2.00 or above.

D. Those students who entered the University for the first time beginning with the 1989 fall semester and who have been placed on probation a second time will be allowed to continue on probation for no more than 15 attempted semester hours of work after being placed on that second probation. If the GPA has not reached an acceptable level by that time, the student will be dismissed from the University. Thus, a student may be on probation no more than twice, and placement on

probation for a third time will result in immediate dismissal.

NOTE: This does *not* prevent individual departments from requiring an average higher than 2.00 as a condition of acceptance or retention.

Dismissal from the University

A. A student shall be *dismissed* from the University if he or she has attempted
   - more than 18 but fewer than 48 semester hours of work with a cumulative GPA of less than 1.00
   - at least 48 but fewer than 64 semester hours of work with a cumulative GPA of less than 1.40, whether he or she has previously been placed on probation or not
   - at least 64 or more semester hours of work with a cumulative GPA of less than 1.70, whether he or she has previously been placed on probation or not

NOTE: A student also shall be dismissed if he or she fails to meet the standards set under paragraph C above.

B. A student may appeal the dismissal by calling or writing the Office of the Associate Provost.

C. Nothing in this policy shall be taken to preclude the dismissal of students for violations of other University policies, in accordance with the provisions of those policies.

Readmission of Dismissed Students

A. A student dismissed from the University may not take course work at the University until he or she applies and is considered for readmission by the University. No student will be considered for readmission earlier than one full calendar year after the time of dismissal.

B. Students readmitted to the University must maintain a full 2.00 GPA for *each semester* of work following readmission and, after the completion of no more than 48 semester hours (or prior to graduation, whichever comes first), must obtain an overall cumulative GPA of 2.00 for all work taken at the University. A student who fails to meet this standard shall be dismissed from the University a second time and is not eligible for future readmission.

If a student is approved to be readmitted to the University under the Academic Renewal Policy and the student was, prior to separation from the University, a candidate in a program leading to initial teacher certification (B.S.Ed., B.M. in music education, or B.S. health and physical education-teacher certification), he or she may not be readmitted to the original major. The academic renewal student must re-enter in a nonteacher certification degree program or as an undeclared student.

If a student readmitted under academic renewal subsequently qualifies for formal admission to teacher education based upon the provisions of the academic renewal policy, that student may seek a change of major to a teacher certification program under the prevailing internal transfer policy of the specific program.

Academic Renewal Policy

The Office of the Associate Provost, at its discretion, offers academic renewal to students at the time they apply for readmission.

A. The Academic Renewal Policy permits West Chester University undergraduates whose GPA and total credits earned make it impossible for them to graduate from West Chester University under any other form of readmission, even if they were granted five more repeats. Students can be admitted only once under the Academic Renewal Policy, and it is not retroactive if a student has already been readmitted. Students who were previously enrolled in an education degree program, see paragraph B below.
   1. A student must have had a minimum of a five-year absence from West Chester University.
   2. All grades for courses previously taken will remain on the WCU academic database; academic renewal will be noted on a new transcript. General education courses previously taken and passed with a grade of C or better will be maintained on the student's record as T's. Departments may require their majors and minors to repeat any or all major, minor, cognate, and supporting courses, even if the student had earned a grade of C (2.00) or better in them, and even if the department accepts less than a C in the course for its majors/minors.
   3. Beginning with readmission, students will be treated as first-time, first-year admits; i.e., granted all privileges of that group (permitted to use the repeat policy, eligible for graduation with honors, etc.). Because these students are considered to be first-time admits, they have the option to enter a different major than the one in which they were originally enrolled. The selected department will be notified that this is an academic renewal student, and that department has the right to refuse admission to its programs.
   4. Academic renewal students will be treated as readmits in terms of catalog academic rulings. General education, major, minor, and cognate areas are based on the catalog in the year they were granted academic renewal. Students pursuing an education degree need to refer to the paragraph above concerning this.

B. If a student is approved for readmission to the University under the academic renewal policy and the student was, prior to separation from the University, a candidate in a program leading to initial teacher certification (B.S.Ed., B.M. in music education, or B.S. in health and physical education – teacher certification), he or she may not be readmitted to the original major. The academic renewal student must re-enter either in a program that does not lead to teacher certification, or as an undeclared student.
   1. If a student readmitted under academic renewal wishes to apply for formal admission to teacher education status, that student may seek a change of major to a teacher certification program under the prevailing internal transfer policy of the specific program. The student must meet all requirements for formal admission to the desired program, including the minimum cumulative GPA.
   2. When the student applies to re-enter a program leading to teacher certification, the qualifying cumulative GPA will be based on the
      a. grades earned in those courses which were retained in the renewal process (even though these courses no longer contribute to the WCU cumulative GPA)
      b. grades of any transfer courses and
      c. grades earned at WCU after returning under renewal (a minimum of 15 credits)

Taking Courses Off Campus

West Chester University students may take courses off campus and transfer the credits. Credit for these courses will transfer in to West Chester University **only** if the student's cumulative GPA from the institution where the courses are taken is 2.00 or higher on a 4.00 grading scale.

Grades received in courses taken at other institutions are not calculated in the West Chester cumulative GPA; only the credits may be transferred. All minimum grade requirements of the student's major/minor program for individual courses also must be met for credit to transfer. This policy became effective September 1999. The equivalency of the desired course must be established before the student takes the course off campus. Prerequisites also must be met before the courses will be transferred into the University.

Departments determine which courses at other schools are equivalent to specific courses in their department so that they can evaluate incoming transfer credits. They must inform the Office of the Registrar of those equivalencies, and the Registrar must keep a record of those equivalencies. If equivalency has been established for incoming transfer students, it also exists for matriculated West Chester students who wish to take the course off campus.

The student should contact the Office of the Registrar to determine which course is equivalent. If an agreement exists, the Office of the Registrar will specify the course to be taken and sign the form to indicate equivalency. If there is no record of equivalency for this course at the student's chosen school, the office cannot sign the form. In those cases, the student must contact the chair of the West Chester University department that offers the course and have equivalency determined. The signature of the registrar or the course's department chair indicates equivalency only; it does not grant or deny approval to take the course off campus.

Procedure: To ensure that equivalencies are current, the Office of the Registrar will establish a schedule for obtaining current syllabi and supporting documents from institutions that are most frequently involved in transfer credit evaluations. The Office of the Registrar will make this information available to department chairs to assist them in updating equivalency evalutions.

NOTE: Undergraduate students who take and complete a course at West Chester University may not repeat the course at another institution and have the credits or grade count towards a West Chester degree.

Transfer of Credit

Credit may be granted for equivalent courses completed in accredited institutions of higher education. Credit for work completed at an unaccredited institution may be granted on the recommendation of the student's major department in consultation with the school or college dean and transfer credit analyst. (See also "Admission to West Chester" and the section on "Taking Courses Off Campus.")

Effective for students who entered the University after September 1973, D grades are accepted for transfer if the credit is for equivalent courses within the framework of general requirements or free electives, provided the transferred course does not satisfy a major field requirement as well. The student also must have a 2.00 overall GPA from the institution from which they are transferring.

Effective for students who enter the University as of fall 1996, grades in a course submitted for transfer as a major program requirement must be the same or higher than the minimum grade required by the department. For example, if a program requires that a student earn a B or better in a major program requirement, then the student requesting transferring credit from another institution must have earned a minimum of B in the parallel course. If a student earns a lower grade than the requirement, the department may require the course to be repeated at West Chester University.

If a student changes his or her major, grades originally approved for transfer will be re-evaluated by the new major department.

Effective fall 1998, no course equivalency transfer credit will be given for WCU courses numbered at the 300 or 400 level, unless the courses are taken at an institution that grants a baccalaureate degree. Departments have the right to accept courses for their majors as XXX 199 or TRN 199 credits. An exception will be made for departments that have already established, by fall 1998, equivalency with nonbaccalaureate institutions for transferring courses at the 300 level. Those established equivalency agreements will remain in effect.

IN ORDER TO RECEIVE FULL CREDIT FOR COURSES TAKEN ELSEWHERE AND FOR PROFICIENCIES DEMONSTRATED ON ADVANCED PLACEMENT OR COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) EXAMINATIONS, THE TRANSFER STUDENT SHOULD HAVE THIS WORK EVALUATED PRIOR TO ENROLLING IN ANY POTENTIALLY EQUIVALENT COURSE AT WEST CHESTER.

Transfer students should refer to the Academic Passport Policy under "Admissions." Specifics of the Academic Passport Policy implications for West Chester University students can be obtained from the Office of the Registrar.

Policy on Correspondence Courses

The University does not allow credit for courses taken through correspondence.

Advanced Placement Program

Courses taken under the Advanced Placement Program offered by the College Entrance Examination Board may be applied toward advanced placement in the University and/or toward credit requirements for graduation. Courses taken under the Advanced Placement Program offered by the College Entrance Examination Board may be applied toward advanced placement in the University and/or toward credit requirements for graduation. For information about the Advanced Placement Program, contact the College Board directly. For questions about West Chester University's policy, see the "Facts" section of the Registrar's web page.

Experiential Learning Credits (Life Learning Experience)

West Chester University offers three programs that assess learning acquired outside of the traditional classroom. The University evaluates and awards credits on a course basis; therefore, students must demonstrate competence in a particular course, not a general body of knowledge. Students may earn a maximum of 32 credits through any combination of these three programs.

CLEP—the College Level Examination Program is a series of standardized tests offered by the College Board in approximately 30 different subject areas. West Chester University accepts the examinations, for degree credit only, in which the score is in the 50th percentile or above. The examinations are given at the University every month but December. West Chester University does NOT accept the general examinations of CLEP. Information, including fees, test dates, available exams, etc., is available through the Office of the Registrar.

Portfolio Development and Assessment—Students may choose to develop a portfolio as a means of demonstrating competence in a course. A portfolio consists of a brief autobiographical sketch, and extensive description of the student's learning experiences and supporting documentation such as a job description, certificates from training courses, letters of recommendation, etc. The portfolio is evaluated by an appropriate faculty member who will also usually require an interview. The charge for portfolio assessment is one-half the tuition for the course. Information describing portfolio assessment is available through the Center for Adult Studies.

Credit by Examination—The third option is Credit by Examination which is described earlier in this catalog.

Requirements for Graduation

A student is recommended for graduation upon the satisfactory completion of a **minimum of 120 semester hours at the 100 level or above** and upon fulfillment of all categories of the requirements for his or her degree. A minimum overall cumulative GPA of 2.00 (C) is required for graduation. The minimum GPA for major requirements varies by major. Students should consult with their respective department. Specific programs, in accordance with University procedures, may set other higher standards and may require more than 120 credits for completion of the degree. Degree requirements are detailed under the heading of the subject field. See also "Requirements for the Baccalaureate Degree." A student must file for graduation no later than the end of the junior year. It is imperative that the student meet with his or her academic adviser. Students can obtain a copy of the graduation checklist from the Office of the Registrar. Effective May 2004 graduation, any student currently matriculated in the University may graduate after completion of 120 credits, **PROVIDED:**

a. He/she has completed all general education requirements, which include nine credits of free/student electives, that are specified in the catalog for the year that the student was most recently accepted into WCU.
b. **AND** he/she has completed all courses required by the major, to include all supporting (cognate) courses.
c. **AND** he/she is only eliminating free electives within the major, but not the nine credits of general education free/student electives (needed in "a" above).

Any senior who does not complete all degree requirements within 30 calendar days of the end of the term in which he or she intends to graduate must pay the diploma fee again before an updated diploma will be issued. Such a student, however, does have the right to request a letter from the University confirming his or her graduation after all requirements have been satisfactorily completed.

The permanent record (transcript) records all degrees, majors, and minors completed, but a diploma only shows one degree. Students who simultaneously complete two undergraduate degrees and who wish to receive two diplomas, each printed with one of their degrees, may do so by paying a second diploma fee.

Resident Credit Requirement

To qualify for graduation, a student must take at least 30 semester hours of credit beyond the general education courses at West Chester. Normally, the student will take the last 30 semester hours at West Chester. In addition, a student must take at least 50 percent of the courses in his or her major or minor discipline (excluding cognate courses) at West Chester University.

Anticipated Time for Degree Completion

It is the *expectation* that a student should anticipate being able to graduate in eight consecutive fall/spring semesters. This expectation would not apply if any of the following conditions exist:

1. A student needs to complete developmental courses
2. A student enters the major of graduation after the first semester of his/her first year
3. A student transfers to West Chester University and has compiled courses that do not fit into his/her current program
4. A student fails to meet the minimal standards of academic performance of the University of his/her major program
5. A student chooses to repeat one or more courses
6. A student fails to follow guidelines set forth to meet major or University requirements
7. A student who selects the culture cluster option requires an extra semester to meet that requirement

In order to graduate following (or within) the *expectation*, it is the student's responsibility to consult with the major department for course scheduling guidelines in the major.

The *expectation,* however, is invalidated when the following conditions exist:

1. A program requires more than 120 hours for completion
2. The sequencing of courses requires more than eight consecutive fall/spring semesters
3. A program requires the completion of requirements that can only be met in summer

Nothing in this policy prevents the offering of a program that does not meet *expectations.* Such programs, however, are so identified in the University catalog.

Each department will determine when its courses will be offered.

Required Notice of Intention to Graduate

Students intending to graduate in May or August *must* come to the Office of the Registrar and give notice of intention to graduate no later than March 1. August graduates may participate in the May commencement exercises if they file their notices of intention to graduate by February 1. Students intending to graduate in December must give such notice no later than November 1. The baccalaureate degree will not be granted unless this requirement is met.

After submitting this notice, the student will receive a cap and gown order form and a bill for the graduation fee. He or she also will specify how his or her name should be shown on the diploma and commencement program. *Unless the deadline is met, it will be impossible for the University to order a diploma, place the name on the forthcoming commencement program, or have the transcript reflect the appropriate date of graduation.* For this reason, all students are urged to review their records of progress towards graduation with their adviser and to file for graduation two semesters prior to the date of graduation.

Graduation Honors

Graduation honors are awarded as follows:

	Cumulative GPA
cum laude	3.25 - 3.49
magna cum laude	3.50 - 3.74
summa cum laude	3.75 - 4.00

The honors list for commencement is based on the GPA from the next to last semester before a student graduates. A transfer student must have 60 hours of grades reported at West Chester University prior to that time to be so rec-

ognized. Those who do not attain honors distinctions until the end of their final semester, or those transfer students with honor distinction who do not complete 60 hours until the end of the final semester, will have recognition of their achievement on their final transcripts, where all honors distinctions are recorded.

Transcripts

Requests for official transcripts are made by writing to the Office of the Registrar, Elsie O. Bull Center. The fee is $3 for each transcript. Immediate transcripts are $5 upon request. Checks, payable to West Chester University, must accompany either request.

Directory Information — Rights and Privacy Act of 1974

West Chester University from time to time makes public certain kinds of information about students, such as the names of those who receive scholarships, who hold offices, or who are members of athletic teams. Various kinds of campus directories are published throughout the year to help members of the University community locate and communicate with each other. The commencement programs publish the names of those who have received degrees during the year.

The Family Educational Rights and Privacy Act of 1974 defines the term "directory information" to include the following categories of information: the student's name, address, telephone number, e-mail address, date and place of birth, major field of study, class schedule, class roster, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. The University will limit information that is made public to categories such as these but will not necessarily publish all such information in every listing.

Undergraduate students who *do not wish* to have any or all of such directory information published without their prior consent must file notice in the Office of the Registrar. Graduate students must file notice in the Office of Graduate Studies and Extended Education. The student must bring a signed, dated statement specifying items not to be published to the appropriate office within the first 15 calendar days after the beginning of the fall and spring semesters.

Student Name Changes

Any student wishing to change his/her name from that currently on record must provide legal documentation supporting the change. This must be the original or a notarized photocopy of a *court-generated document,* such as a marriage license, court order, divorce decree, etc. A driver's license is not adequate. Requests for name changes received through the mail will be acknowledged by letter.

Exception to Academic Policies

Students may file a petition that requests exception to academic policies. Petition forms are available in the Office of the Registrar and the Office of the Associate Provost. Students who may request an exception because of a disability should refer to page 32, "Services for Students with Disabilities."

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974, as amended, is a federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

West Chester University accords all rights under the law to students who are in attendance at the University, and in certain instances to the parents of dependent students, as defined in Section 152 of the Internal Revenue Code of 1954. Basically, a dependent student is a student whose parent(s) provides more than half of his/her support. Generally, the University does not provide information to parents because of this act. However, exceptions are made if:

1. the student must give his or her parents written consent if the student is independent; or
2. the parents must provide a certified copy of their most recent Federal Income Tax Form reflecting dependency status of the son/daughter which must be on file in the **Office of the Registrar.**

No one outside the institution shall have access to, nor will the institution disclose, any information from students' education records without the students' written consent except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, a valid subpoena, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the act.

Within the West Chester University community, only those members, individually or collectively, acting on the student's educational interest are allowed access to student education records. These members include, without limitation, personnel in the offices of the Registrar, Bursar, Financial Aid, Admissions, and academic personnel within the limitations of their need to know.

At its discretion the institution may provide directory information in accordance with the provisions of the act to include student name, address, telephone number, e-mail address, date and place of birth, major field of study, class schedules, class rosters, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Students may withhold directory information by notifying the Office of the Registrar in writing within 15 calendar days after the beginning of each fall semester.

Requests for nondisclosure will be honored by the institution for only one academic year; therefore, authorization to withhold directory information must be filled annually in the Office of the Registrar.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if the decisions of the hearing panels are unacceptable. The University Registrar at West Chester University has been designated by the institution to coordinate the inspection and review procedures for student education records, which include admissions, personal, and academic. Students wishing to review their education records must make written requests to the Office of the Registrar listing the item or items of interest. Only records covered by the act will be made available within 45 days of the request. Students may have copies made of their records with certain exceptions, or a copy of the academic record for which a

financial hold exists. These copies will be made at the students' expense at prevailing rates which are listed in the current catalog. Education records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute, records of the law enforcement unit, student health records, employment records, or alumni records. Health records, however, may be reviewed by physicians of the students' choosing.

Students **may not** inspect and review the following as outlined by the act: financial information submitted by their parents, confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access **only** to that part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may discuss their problems informally with the Office of the Registrar. If the decisions are in agreement with the students' requests, the appropriate records will be amended. If not, the students will be notified within a reasonable amount of time that the records will not be amended, and they will be informed by the Office of the Registrar of their right to a formal hearing. Student requests for a formal hearing must be made in writing to the associate provost who, within a reasonable period of time after receiving such request, will inform students of the date, place, and time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the students' expense. The hearing panels which will adjudicate such challenges will be the individuals designated by the University.

Decisions of the hearing panels will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. Their education records will be corrected or amended in accordance with the decisions of the hearing panels, if the decisions are in favor of the student. If the decisions are unsatisfactory to the student, the student may place with the education record statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education records, maintained as part of the students' records, and released whenever the records in question are disclosed.

Students who believe adjudications of their challenges were unfair or not in keeping with the provisions of the act may request, in writing, assistance from the president of the institution to aid them in filing complaints with The Family Educational Rights and Privacy Act Office (FERPA), Department of Education, Room 4074, Switzer Building, Washington, D.C. 20202.

Revisions and clarifications will be published as experience with the law and the institution's policy warrants.

This policy has been adopted in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. 1232(g), and the regulations promulgated thereunder at 34 C.F.R. 99.1 *et seq.*, and that reference should be made to that statute and regulations for additional information.

Please contact the Office of the Registrar with any questions.

ADA Policy Statement

West Chester University is committed to equality of opportunity and freedom from discrimination for all students, employees, applicants for admission or employment, and all participants in public University-sponsored activities. In keeping with this commitment, and in accordance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, the University will make every effort to provide equality of opportunity and freedom from discrimination for all members of the University community and visitors to the University, regardless of any disability an individual may have. Accordingly, the University has taken positive steps to make University facilities accessible to individuals with disabilities and has established procedures to provide reasonable accommodations to allow individuals with disabilities to participate in University programs.

The director of the Office of Social Equity has been designated as the ADA coordinator for the University. In this capacity, the director of Social Equity works with the University ADA Committee to advance University policies and procedures that will provide equal educational and employment opportunities for individuals with disabilities. The Office of Social Equity has an established process to investigate and address any complaints of discrimination on the basis of a disability. Any individual who has a suggestion, question, or complaint regarding ADA issues is encouraged to contact the director of Social Equity, 13/15 University Avenue, 610-436-2433.

West Chester University has also established the Office of Services for Students with Disabilities, which operates as a centralized service for addressing the needs of students with disabilities and as a resource center for students, faculty, and staff. A student who wants to request an accommodation and/or receive specialized services should contact the director of the OSSD. The policies and procedures used by the OSSD are contained in the West Chester University *Handbook on Disabilities,* which is available in the OSSD, 105 Lawrence Center, V/TDD 610-436-3217.

Various housing facilities and services are available for resident students with disabilities. For this and other information about on-campus housing and food service, please contact the Office of Residence Life and Housing, 238 Sykes Student Union, 610-436-3307.

The ADA specialist of the Office of Human Resource Services has been designated as the contact person for employees and applicants seeking to request an accommodation. The ADA specialist is located at 201 Carter Drive, 610-436-2129.

West Chester University is involved in the ongoing process of renovating campus buildings to ensure accessibility for all individuals. Many of our buildings are currently accessible, but some are awaiting renovation. To find out whether a particular location is accessible or how to access a location, please contact the space manager at 610-436-3348. To make arrangements for changes to a particular facility to ensure accessibility, please contact the manager of campus projects at 610-436-3599.

Structure of Academic Affairs

COLLEGE OF ARTS AND SCIENCES

Charles D. Hurt, *Dean*
Jennie Skerl, *Associate Dean*

Anthropology and Sociology
Biology
Chemistry
Communication Studies
Computer Science
English
Foreign Languages
Geology and Astronomy
History
Interdisciplinary Programs
Liberal Studies
Mathematics
Pharmaceutical Product Development
Philosophy
Physics and Pre-Engineering
Pre-Medical
Psychology
Women's Studies

COLLEGE OF BUSINESS AND PUBLIC AFFAIRS

Christopher M. Fiorentino, *Dean*
Cynthia Benzing, *Associate Dean*

Accounting
Criminal Justice
Economics and Finance
Geography and Planning
Management
Marketing
Political Science
Social Work
Graduate Social Work

COLLEGE OF EDUCATION

Tony W. Johnson, *Dean*
Joseph Malak, *Associate Dean*

Early Childhood and Special Education
Elementary Education
Counseling and Educational Psychology
Literacy
Professional and Secondary Education
Teacher Certification

COLLEGE OF HEALTH SCIENCES

Donald E. Barr, *Dean*
Ann Stowe, *Associate Dean*

Communicative Disorders
Health
Kinesiology
Nursing
Sports Medicine

COLLEGE OF VISUAL AND PERFORMING ARTS

Timothy V. Blair, *Dean*

Art

School of Music

- Applied Music
- Music Education
- Music History and Literature
- Music Theory and Composition

Theatre and Dance

OFFICE OF THE ASSOCIATE PROVOST

Sheila Patterson, *Associate Provost*

- Admissions
- Assessment
- Financial Aid
- General Education
- Graduate Studies and Extended Education
  - Adult Studies
  - Center for International Programs
- Honors Program
- Registrar

Quincy Moore, *Dean, Undergraduate Studies and Student Support Services*

- Academic Development Program
- Office of Services for Students with Disabilities
- Learning Assistance and Resource Center
- Pre-Major Academic Advising Program
- Educational Development

LIBRARY

Richard H. Swain, *Director*
Mary Anne Burns-Duffy, *Interim Associate Director*

Undergraduate Programs at West Chester

Students may enroll at West Chester University in programs leading to the following degrees or certificates:

Bachelor of Arts (B.A.)
Bachelor of Fine Arts (B.F.A.)
Bachelor of Music (B.M.)
Bachelor of Science (B.S.)
Bachelor of Science in Education (B.S.Ed.)
Bachelor of Science in Nursing (B.S.N.)
Bachelor of Social Work (B.S.W.)
Local Certificate (CERTIF)
Teaching Certificate (TCHG CERT)

PROGRAMS OF STUDY

Accounting B.S.
American Studies B.A.
Anthropology B.A.
Art B.A.
Athletic Training B.S., CERTIF
Biochemistry B.S.
Biology B.A., B.S., B.S.Ed., TCHG CERT
Biology–Cell and Molecular, Ecology, Medical Technology, Microbiology, B.S. **Medical Technology** CERTIF
Business Management B.S.
Chemistry B.S., B.S.Ed., TCHG CERT
Chemistry-Biology B.S.
Citizenship Education (formerly Social Studies) TCHG CERT
Clinical Chemistry B.S.
Communication B.S.Ed., TCHG CERT
Communication Studies B.A.
Communicative Disorders B.A.
Comparative Literature B.A.
Computer and Information Sciences B.S.
Criminal Justice B.S.
Driver-Safety Education TCHG CERT
Early Childhood Education B.S.Ed., TCHG CERT
Earth–Space Science – Astronomy B.S.Ed.
Earth–Space Science – Geology B.S.Ed.
Economics B.S.
Elementary Education B.S.Ed., TCHG CERT
English (see Literature) B.S.Ed., TCHG CERT
Environmental Education TCHG CERT
Ethnic Studies CERTIF
Finance B.S.
Forensic Chemistry B.S.
French B.A., TCHG CERT
General Science TCHG CERT
Geography B.A.
Geoscience–Earth Systems B.S.
Geoscience–Geology B.S.
German B.A., TCHG CERT
Health and Physical Education B.S., TCHG CERT
Health and Physical Education–Exercise Specialist B.S.
Health Science–General B.S.
Health Science–Respiratory Care B.S.
History B.A.
Latin B.A., TCHG CERT
Liberal Studies–Arts and Sciences B.A.
Liberal Studies–Science and Mathematics B.S.
Liberal Studies–Professional Studies B.S.
Literature B.A.
Marketing B.S.
Mathematics B.S.Ed., TCHG CERT
Music Composition B.M.
Music Education B.M., TCHG CERT
Music Performance B.M.
Music: Studies in an Outside Field B.M.
Music Theory B.M.
Nursing B.S.N.
Nutrition and Dietetics B.S.
Philosophy B.A.
Pharmaceutical Product Development B.S.
Physical Education (See Health and Physical Education)
Physics B.S., B.S.Ed., TCHG CERT
Physics–Engineering B.S.
Political Science B.A.
Political Science–International Relations B.A.
Political Science–Applied Public Policy B.A.
Pre-Medical (see Chemistry–Biology)
Psychology B.A.
Public Health–Environmental B.S.
Public Health–Health Promotion B.S.
Respiratory Care (See Health Sciences) B.S.
Russian B.A., TCHG CERT
Russian Studies CERTIF
Secondary Education (See individual concentration) B.S.Ed., TCHG CERT
Social Studies (see Citizenship Education)
Social Work B.S.W.
Sociology B.A.
Spanish B.A., TCHG CERT
Special Education B.S.Ed., TCHG CERT
Speech Correction TCHG CERT
Studio Arts B.F.A.
Theatre Arts B.A.
Women's Studies B.A.

KEY

The following symbols designate course attributes in the course description sections:

■ Culture cluster
◆ This course may be taken again for credit.
Approved interdisciplinary course
▲ Crosslisted course
◗ Diverse communities course

Programs of Study and Course Offerings

Guide to the Catalog

Departments are arranged alphabetically within the college or school housing them (see list on page 54). Interdisciplinary programs are listed with the College of Arts and Sciences.

Students may obtain a typical sequence of courses for any program from the office specified in this catalog.

Please note that all courses, course descriptions, course sequences, and course substitutions are subject to change. Current information is available from the appropriate department chair, dean, or program coordinator.

Guide to Course Prefixes

Many program descriptions in this catalog refer to courses offered by other departments using a course abbreviation called a prefix. In addition, some course prefixes do not use the logical initials of the courses to which they refer (e.g., ABC is used to indicate instrumental music courses). To assist in locating the department or program which uses each prefix, the following guide to course prefixes is provided.

PREFIX	DEPARTMENT/PROGRAM
ABC	Applied Music
ACC	Accounting
ADM	Administration, Leadership for Women
AEB	Applied Music
AEO	Instrumental Music
AER	Educational Services
AES	Applied Music
AIC	Applied Music
AIM	Applied Music
AJZ	Applied Music
ALC	Applied Music
AMC	Applied Music
AMS	American Studies
ANT	Anthropology and Sociology
APC	Applied Music
ARH	Art
ART	Art
ASC	Applied Music
AWC	Applied Music
BAR	Applied Music
BAS	Applied Music
BIL	Biology
BIO	Biology
BLA	Marketing
BSN	Applied Music
CHE	Chemistry
CHO	Applied Music
CLS	Comparative Literature Studies, English
CLT	Applied Music
COM	Communication Studies (previously SPC)
CRJ	Criminal Justice
CRL	Chemistry
CRW	English
CSC	Computer Science
CSW	Computer Science
DAN	Theatre and Dance
ECE	Early Childhood and Special Education
ECO	Economics
EDA	Special Education
EDC	Counseling and Educational Psychology
EDE	Elementary Education
EDF	Professional and Secondary Education
EDM	Professional and Secondary Education
EDO	Professional and Secondary Education
EDP	Counseling and Educational Psychology; Professional and Secondary Education
EDR	Literacy
EDS	Professional and Secondary Education
EFR	Foreign Languages
EGE	Foreign Languages
EIT	Foreign Languages
ERU	Foreign Languages
ENG	English
ENV	Health
ESP	Foreign Languages
ESL	Geology and Astronomy
ESS	Geology and Astronomy
EXS	Kinesiology
FIN	Economics and Finance
FLM	English/Comparative Literature
FLU	Applied Music
FRE	Foreign Languages
FRH	Applied Music
GEO	Geography and Planning
GER	Foreign Languages
GRE	Foreign Languages
GTR	Applied Music
HAR	Applied Music
HBI	Political Science
HBW	Foreign Languages
HEA	Health
HIS	History
HON	Honors Program
HRP	Applied Music
HTL	Health
INB	Management
IND	Geology and Astronomy
INS	Applied Music
ITA	Foreign Languages
JBR	Applied Music
JRN	English
JST	Applied Music
JWW	Applied Music
KEM	Applied Music
KIL	Kinesiology
KIN	Kinesiology
LAN	Foreign Languages
LAT	Foreign Languages
LIN	Foreign Languages/Linguistics Program
LIT	English
LST	Liberal Studies
MAK	Applied Music
MAT	Mathematics
MGT	Management
MHL	Music History
MIS	Management
MKT	Marketing
MSI	Educational Services
MTC	Music Theory and Composition
MTL	Mathematics
MUE	Music Education
MWJ	Music Theory and Composition
MWP	Applied Music
NSG	Nursing
NSL	Nursing
OBO	Applied Music
ORG	Applied Music
PEA	Physical Education/Kinesiology
PED	Kinesiology
PER	Applied Music
PHI	Philosophy
PHL	Physics
PHR	Physics
PHS	Physics
PHY	Physics and Pre-Engineering
PIA	Keyboard Music
PMG	Political Science
POR	Foreign Languages
PPD	Pharmaceutical Product Development
PSC	Political Science
PSY	Psychology
RUS	Foreign Languages
SAX	Applied Music
SCB	Biology
SCC	Chemistry
SCE	Geology and Astronomy
SCI	Geology and Astronomy; Physics
SMD	Sports Medicine
SML	Sports Medicine
SOC	Anthropology and Sociology
SPA	Foreign Languages
SPP	Communicative Disorders
SSC	Citizenship Education, Ethnic Studies, Peace and Conflict Studies
STA	Mathematics
SWO	Social Work
TBA	Applied Music
THA	Theatre and Dance
TPT	Applied Music
TRB	Applied Music
VCL	Applied Music
VLA	Applied Music
VLN	Applied Music
VOC	Applied Music
VOI	Applied Music
WOS	Women's Studies
WRT	English

Department of Accounting

309A Anderson Hall
610-436-2236
Clyde J. Galbraith, *Chairperson*

PROFESSOR: A. Naggar

ASSOCIATE PROFESSOR: LaSalle

ASSISTANT PROFESSORS: Flynn, Galbraith, Smith

The Department of Accounting offers a full program of accounting courses designed to prepare a student for entrance into the fields of public, private, or governmental accounting. Students successfully completing the curriculum should be adequately prepared to take the Certified Public Accountant (CPA) and Certified Management Accountant (CMA) examinations.

BACHELOR OF SCIENCE IN ACCOUNTING

1. General ed. requirements, see pages 36–39 — 48 semester hours
   Includes COM 101 or 208 or 216 or 230, CSC 110 or 115 or 141, ECO 111*, MAT 105* or 107* or 110*, PHI 101 or 150 or 180, and nine semester hours of student electives
2. Business core — 36 semester hours
   ACC 201*, 202*; BLA 201*; ECO 112*, 251*, 252*; FIN 325*; MAT 108 or 161; MGT 200*, 341*, 499*; MKT 325*
3. Accounting major courses — 27 semester hours
   ACC 301*, 302*, 303*, 305*, 401*, 403*, 404*, 405*, 407*
4. Business electives — 6 semester hours
   300-level or above courses in BLA, ECO, FIN, INB, MGT, MIS, MKT, or ENG 368
5. Restricted electives — 3 semester hours
   Three semester hours of any 100-level or above nonbusiness course

A minimum of 15 credits in 300-400 level ACC courses and a minimum of 30 credits in business courses must be completed at WCU.
To enroll in 400-level courses, the following courses must have been successfully completed: ACC 202, and ECO 251, 252.
All internal and external transfers must complete ECO 111, ECO 112, ACC 201, and MAT 105, 107, or 110 with a grade of C or better in order to be admitted to the program.

Accounting Minor — **18 semester hours**

1. Required courses — 12 semester hours
   ACC 201, 202, and 301; ECO 111
2. Electives — 6 semester hours
   Any two of the following courses:
   ACC 302, 303, 305, 403, 404, and 407

A minimum grade of C must be attained in all minor courses.

* A minimum grade of C must be attained in each of these courses.

COURSE DESCRIPTIONS
ACCOUNTING

Symbol: ACC

The objective of the accounting concentration is to prepare students for accounting careers in business, for the CPA examination, and for the private practice of accounting.

201 Financial Accounting I (3) Introduction to financial accounting. A conceptual approach to recording, financial summarizing, and presentation and evaluation of the financial affairs of a business firm.

202 Managerial Accounting II (3) Introduction to management accounting. Accumulating, processing, and interpreting financial data to be used as a basis for making managerial decisions in a business firm. PREREQ: ACC 201.

300 Fraud Examination for Managers (3) Introduction to tools necessary to understand the prevention, detection, and investigation of accounting fraud. PREREQ: ACC 201.

301 Intermediate Accounting I (3) Analysis and evaluation of assets, liability, and capital account. Problems of income measurement and recognition. PREREQ: ACC 202.

302 Intermediate Accounting II (3) Continuation of ACC 301. PREREQ: ACC 301.

303 Cost Accounting I (3) Techniques of product unit cost determination and uses of cost data in managerial decisions. PREREQ: ACC 202.

304 Cost Accounting II (3)

305 Intermediate Accounting III (3) Continuation of ACC 302. PREREQ: ACC 302.

400 Accounting Internship (3-6) The business internship for students in accounting enhances the student's educational experience by providing a substantive work experience in the business world. PREREQ: Internship program coordinator's approval.

401 Auditing (3) Introduction to auditing as a tool for verification of the fair representation of financial statements. PREREQ: ACC 302.

403 Federal Taxation I (3) A study of individual and federal income taxes, with some business application. Emphasis on tax planning for minimization of tax liability. PREREQ: ACC 202.

404 Federal Taxation II (3) A study of the principles of federal income taxation on corporations and corporate distributions, partnerships, estates, and trusts. Emphasis is on tax planning and researching complex problems. PREREQ: ACC 403.

405 Advanced Accounting (3) In-depth study of business combinations and consolidations, government accounting, and other specialized topics. PREREQ: ACC 302.

407 Not-for-Profit and Governmental Accounting (3) A study of accounting principles and procedures of not-for-profit and governmental organizations. The course includes accounting for the local, state, and federal government, hospitals, colleges and universities, public schools, and charities. PREREQ: ACC 202.

◆ **410 Directed Studies in Accounting (1-3)** Special research projects, reports, and readings in accounting. Open to seniors only. PREREQ: Permission of instructor.

415 Professional Accounting (3) This course is intended to develop and implement students' knowledge currently required for professional accounting careers. PREREQ: Senior standing and instructor's approval.

420 Accounting Information Systems (3) Accounting information systems development, processing, and controls with emphasis on current computer-based systems and programs used in accounting fields. PREREQ: ACC 302 and 303.

◆ This course may be taken again for credit.

Department of Anthropology and Sociology

101E Old Library
610-436-2556
Edmundo Morales, *Chairperson*

PROFESSORS: Berger, Greisman, McConatha, Morales, Shaffer, Stoller

ASSOCIATE PROFESSORS: Freeman-Witthoft, Luck, Zumpetta

ASSISTANT PROFESSOR: Johnston

The Department of Anthropology and Sociology offers two programs leading to the bachelor of arts degree.

1. The B.A. in ANTHROPOLOGY focuses on human biological evolution; on the origin, development, and integration of human cultures; and on the interrelationship of biological and cultural factors in the etiology of human behavior.

2. The B.A. in SOCIOLOGY focuses on understanding the processes involved in the creation, maintenance, and evolution of social structure, and on the impact of diverse structural forms on individual behavior.

Majors in the two B.A. programs should consult the appropriate department handbook and their adviser for current requirements. Students planning to major in one of these programs are advised to take ANT 102 and SOC 200 no later than their sophomore year. Application for admission is made on forms available from the department office.

REQUIREMENTS COMMON TO THE B.A. PROGRAMS

1. General ed. requirements, see pages 36–39 — 48 semester hours
2. Foreign language/culture requirement — 0-15 semester hours
3. Limited electives (chosen under advisement) — 18 semester hours
4. Major requirements — 60 semester hours

BACHELOR OF ARTS — ANTHROPOLOGY

1. Required core courses — 12 semester hours
   ANT 101, 102, 103, and 495
2. Specialization requirements — 12-21 semester hours
   Four to seven courses in anthropology
3. Cognate requirements — 15 semester hours
   LIN 230; additional courses outside of anthropology approved by the student's adviser
4. Free electives — 15-24 semester hours

BACHELOR OF ARTS — SOCIOLOGY

1. Required core courses — 15 semester hours
   SOC 200, 300, 321, 322, and 492
2. Specialization requirements — 18 semester hours
   Any six advanced courses in sociology
3. Career preparation sequence — 15 semester hours
   Five nonsociology courses approved by the student's adviser
4. Free electives — 12-24 semester hours

Minor Programs

Students may minor in the two following programs. A minimum of 18 semester hours is required. Elective courses are selected in consultation with the student's minor adviser. Students may take any of these minors as one of the minors in the bachelor of arts or bachelor of science in liberal studies general degree program.

Anthropology Minor — 18 semester hours

1. Required courses — 9 semester hours
   ANT 102, either ANT 101 or 103, and one 400-level course in anthropology
2. Elective courses — 9 semester hours
   Three other courses in anthropology

Sociology Minor — 18 semester hours

1. Required courses — 9 semester hours
   SOC 200, 300, and 322
2. Elective courses — 9 semester hours
   Three other courses in sociology

COURSE DESCRIPTIONS
ANTHROPOLOGY

Symbol: ANT

101 Introduction to Anthropology: Biological (3) Fundamentals of human biology, evolution, and the prehistoric development of culture.

102 Introduction to Anthropology: Cultural (3) Comparative analysis of culture systems.

103 Introduction to Anthropology: Archaeology (3) Interpretation of culture through analysis of archaeological remains.

113 Archaeological Field Techniques (3) Implementation of archaeological principles and theory in laboratory and field studies. PREREQ or CONCURRENT: ANT 103.

120 Cultures of Ethnic Groups in America (3) Survey of the cultural history and traditions of ethnic groups in America.

202 World Ethnology (3) Survey of the social organization, belief systems, and cultures of selected peoples. PREREQ: ANT 102 or permission of instructor.

■ **224 Native Peoples of South America (3)** This course will introduce the student to the study of native peoples of South America after the European contact. Geographically, the course will cover the cultural characteristics, similarities, and differences among South American natives including the Amazonia.

260 Artifacts and Culture (3) (See also HIS 353.) PREREQ: ANT 102.

◆ **280 Practicum in Museum Techniques I (3)** Exploration of techniques of cataloging, conserving objects, and of designing and setting up exhibits. Involvement in actual museum work. PREREQ: ANT 102 or permission of instructor.

A. Biological Anthropology

310 Human Paleontology (3) Evolutionary thought; origin and antiquity of the primates; fossil man and living races. (Some background in biology recommended.)

B. Ethnology: Area Courses

320 American Indian (3) Ethnology of North America. PREREQ: ANT 102.

◗ **321 American Indian Today (3)** Native Americans in contemporary Anglo-America. PREREQ: ANT 102 or permission of instructor.

■ **322 Ethnology of Central America (3)** Survey of the modern cultures of Central America: relationships to ancient peoples; the process of modernization in this area. PREREQ: ANT 102.

■ **324 Native Peoples of the Andes (3)** This course provides a comprehensive survey of the historical formation and development of the Andean society before and after the Spanish conquest.

326 Cultures and Peoples of Sub-Saharan Africa (3) Examination of the cultures and societies of Black Africa. PREREQ: ANT 102.

327 Cultures and Peoples of India (3) (See also HIS 302.) PREREQ: ANT 102.

◆ **329 Problems in Ethnology (3)** Survey of the ethnographic literature pertaining to specific geographic regions. Area of focus to be announced in advance. PREREQ: ANT 102.

C. Ethnology: Topical Courses

340 Folklore in Society (3) Survey of basic American folklore genres. Emphasis on folklore as process, tradition, and as an element of culture.

341 Social Organization (3) Study of social groups, their structure, and functioning. PREREQ: ANT 102.

342 Political Anthropology (3) Analysis of tribal and peasant political systems. PREREQ: ANT 102.

343 Economic Anthropology (3) Analysis of tribal and peasant economic systems. PREREQ: ANT 102.

344 Magic, Religion, and Witchcraft (3) An analysis of supernaturalistic ideology and ritual in both tribal and civil society. PREREQ: ANT 102.

345 Culture and Personality (3) Study of the relationship between culture systems and personality. PREREQ: ANT 102.

346 Culture Change (3) Empirical and theoretical study of culture change. PREREQ: ANT 102.

◗ **347 The Culture of Cities (3)** This seminar introduces students to the cultural dynamics of city life in the era of globalization. Topics of study include globalization, the politics of urban space, informal economies, and immigration.

348 Dimensions of Ethnographic Film/Video (3) This course will introduce students to the study of ethnographic film/video. Topics to be considered include visual anthropology, ethnographic representation, and film theory.

350 Primitive Art (3) (See also ARH 350). PREREQ: ANT 102.

D. Archaeology

360 Historical Archaeology (3) Historical research through archaeology. Chester County is emphasized through local research projects. PREREQ or CONCURRENT: ANT 103.

■ **362 Archaeology of Central America (3)** The archaeological record of Central America, covering the significant features of each culture area from modern Mexico to Panama.

ADVANCED AND SENIOR COURSES

380 Language and Culture (3) (also LIN 380) See LIN 380.

381 Sociolinguistics (3) (also LIN 381) The study of the use of language in society and in educational settings; social dialects; language policy; black English. PREREQ: ANT 102.

383 Structuralism: From Chaos to Order in the World of Ideas (3) This course is a general survey of structuralist theory as it relates to linguistics, anthropology, psychology, and literature. The goal of the course is to demonstrate how structuralism is a theoretical orientation in the social sciences and the

■ Culture cluster
◆ This course may be taken again for credit.
◗ Diverse communities course

humanities that attempts to transform the chaos of appearances into order of reality in the world of ideas.

◆ **405 Topical Seminar in Anthropology (3)** Selected topics in the subdisciplines of anthropology. Topics announced in advance. Juniors and seniors only.

◆ **410 Independent Studies in Anthropology (1–3)** Special research projects, reports, and readings in anthropology. Juniors and seniors only. PREREQ: Permission of department chairperson.

459 History of Ethnological Theory (3) Development of ethnological theory with emphasis on the nature of explanation in ethnology. PREREQ: Six hours in ethnology and junior or senior standing.

490 Seminar in Social Anthropology (3) History and theory of social anthropology. PREREQ: Six hours in ethnology and six hours in sociology. Seniors only.

495 Senior Seminar in Anthropology (3) Discussion and supervised research designed to integrate conceptual and methodological skills. The research paper for the seminar must be acceptable as a required departmental senior research paper. Senior anthropology majors only.

SOCIOLOGY

Symbol: SOC

200 Introduction to Sociology (3) Fundamentals of the sociological perspective on human behavior.

240 Sociology of the Family (3) Comparative, historical, and cross-cultural analysis of the family institution.

300 Sociological Theory (3) Historical development of the sociological perspective on human behavior, with emphasis on the perennial issues in sociological explanation. PREREQ: SOC 200.

302 Sociology of Everyday Life (3) How people interact in everyday settings, examined from the dramaturgical perspectives of Goffman, Douglas, Burke, and others. PREREQ: SOC 200.

321 Statistics in Sociological Research (3) The application of statistical methods to sociological hypothesis testing. PREREQ: SOC 200.

322 Methods of Sociological Research (3) The logic of social research. Fundamentals of research design, data collection and reduction, and nonstatistical analysis. PREREQ: SOC 200.

333 Self and Society (3) A symbolic interactionist perspective on social psychology which focuses on the self in social interaction. PREREQ: SOC 200.

335 Racial and Cultural Minorities (3) Analysis of the implications of racial differences, the factors affecting prejudice and discrimination, and structural aspects of group conflicts. PREREQ: SOC 200.

341 Social Stratification (3) Analysis of inequalities in wealth, power, and prestige in contemporary societies. PREREQ: SOC 200.

342 Urban Sociology (3) A descriptive study of the form and development of the urban community with respect to demographic structure, spatial and temporal patterns, and functional organization. PREREQ: SOC 200.

343 Sociology of Organizations (3) Analysis of large-scale, formal organizations with emphasis on bureaucracy as the dominant form of social organization in the West. PREREQ: SOC 200.

344 Sociology of Religion (3) Theoretical analysis of social functions of religion, the history and internal structure of religious institutions, and their relationship to other institutions. PREREQ: SOC 200.

345 Sociology of Education (3) Sociological dimensions of educational institutions. PREREQ: SOC 200.

346 Sociology of Gender (3) Analysis and evaluation of sociological research on sex roles. PREREQ: SOC 200.

 # 349 Perspectives on Mental Illness (3) An interdisciplinary examination of mental disorders – their definition, cause, and treatment. PREREQ: SOC 200.

350 Sociology of Mental Illness (3) A sociological perspective on mental disorders. PREREQ: SOC 200.

351 Deviance (3) Causes and consequences of the construction and violation of social norms. PREREQ: SOC 200.

352 Criminology (3) Sociological analysis of the definition, distribution, and causes of crime, and of social response to it. PREREQ: SOC 200.

353 Juvenile Delinquency (3) Theories of delinquency; evaluation of programs for its prevention and control. PREREQ: SOC 200.

360 Sociology of Culture (3) Analysis of the major social movements that have shaped the character and future of modern man. PREREQ: SOC 200.

361 Sociology of Medicine (3) A sociological perspective on health, illness, and medical care. PREREQ: SOC 200.

362 Sexuality in Society (3) The social dimensions of human sexuality. PREREQ: SOC 200.

364 Sociology of Aging (3) An examination of the problems, adaptations, and contributions of the aging population. PREREQ: SOC 200.

369 Social Movements (3) An introduction to the study of social movements, both historical and contemporary. PREREQ: SOC 200.

370 Social Problems (3) Analysis of current social disorders: urban unrest, racial tension, poverty, addictions, crime, and mental illness. PREREQ: SOC 200.

371 Applied Social Change (3) Strategy and tactics of planning and guiding change in small and large-scale social systems.

376 Sociology of War and Peace (3) Exploration of the relationship between social structure and war. PREREQ: SOC 200.

377 Clinical Sociology (3) Analysis and evaluation of therapeutic applications of sociology in group and individual settings. PREREQ: SOC 200.

401 Social Change (3) Critique of the leading models of social order and change; analysis of major transformation in Western civilization. PREREQ: SOC 200.

402 Career Internship in Sociology (6) Field experience in agencies involved in social change. Majors only with permission of instructor.

410 Issues in Sociological Thought (3) Analysis of several of the key philosophical issues underlying sociological thought. PREREQ: SOC 300, or permission of the instructor.

◆ **490 Independent Studies in Sociology (1–3)** Individual research projects, reports, and/or readings. Seniors only. PREREQ: Permission of department chairperson. Majors only.

◆ **491 Topical Seminar in Sociology (3)** Special topics in theory or methodology. Topics announced in advance. Admission by permission of instructor. Juniors and seniors only.

492 Senior Seminar in Sociology (3) Preparation of senior research paper. Senior sociology majors only.

◆ This course may be taken again for credit.
Approved interdisciplinary course

Department of Art

212 Mitchell Hall
610-436-2755

John Baker, *Chairperson*

PROFESSORS: Baker, Blake, Sermas

ASSOCIATE PROFESSORS: da Costa, Hollon, Rumfield, Usher, White

ASSISTANT PROFESSORS: Brody, Loustau, Moon, Schiff-Hill

The undergraduate programs offered by the Department of Art give students the opportunity to achieve competence in studio art, theory, and the history of art, taking into consideration both personal and vocational needs. Each student's advising reflects an effort to relate the general requirements to art subjects.

In addition to the formal programs listed below, alternative courses of study may be planned in conjunction with other departments.

Students are encouraged to make connections between art and other subjects where appropriate to achieve vocational and personal advancement after consultation with the student's adviser.

BACHELOR OF ARTS — ART

1. General ed. requirements, see pages 36–39 — 48 semester hours
2. Language requirement (See special note below.) — 0-15 semester hours
3. Art department program requirements

   B.A. studio art sequence (provides a basic concentration with the option of a second, preprofessional concentration)

   a. Studio foundation (ART 106, 111, 112, and 220) — 12 semester hours
   b. Art history (ARH 103, 104, and two ARH electives) — 12 semester hours

c. Other studio courses (Elect from studio offerings at least half above the 300 level. See special note below.) 21-24 semester hours

d. Preprofessional concentration– courses to be selected from another discipline (elementary education, special education, business, foreign area studies, or others under advisement) 9 semester hours

NOTE: The foreign language requirement for B.A. studio art is two semesters with three foreign area study courses or to meet the level of Intermediate II, 202.

Students must maintain a minimum grade of C in all ART and ARH courses, required and elective, within the major.

BACHELOR OF FINE ARTS — STUDIO ARTS

The bachelor of fine arts is regarded as the initial professional degree in art by the National Association of Schools of Art. Its primary emphasis is on the development of skills, concepts, and sensitivities important to the professional artist. Concentration in a major professional area begins only with satisfactory completion of the foundation requirements and the approval of the faculty adviser.

1. General ed. requirements, see pages 36–39 48 semester hours
2. Art department program requirements*
   Foundation requirements
   a. Studio art (ART 106, 111, 112, 206, 216, 217, 220, 221, 222, 113 or 241) 30 semester hours
   b. Art history (ARH 103, 104, and two art history electives) 12 semester hours
   c. Professional concentration 24 semester hours
   The student, under advisement, may select eight art courses within these concentrations: graphic design, painting/drawing, sculpture/crafts, or general art.
   d. Studio art (or art-related electives by advisement) 6 semester hours

Minor in Studio Art 18 semester hours

1. Required courses 9 semester hours
   ART 106, 111, and 220
2. Minor specialization 9 semester hours
   The student, under advisement, may select a minor specialization so that the emphasis is on one of these groups: drawing and painting, graphic design, printmaking, sculpture, or crafts.

Minor in Art History 18 semester hours

This program provides alternative tracks to satisfy a variety of emphases to which art history may be applied. These include both vocational and liberal arts interests, which range from a highly structured sequence to a self-designed sequence.

A. Art history survey 18 semester hours
Structured sequence of courses designed to provide an in-depth comprehensive core of Western art development. Recommended as an important cultural component to the study of history, literature, performing arts, anthropology, sociology, and psychology. (The 18 semester hours include ARH 103 and 104, and 12 credits of electives selected at the 200, 300, and 400 levels.)

B. Art history and its interfaces 18 semester hours
According to interest or possible vocational application, this program provides an opportunity to explore either the various historical periods/styles of art or the interfaces of art history with studio art, American studies, and other cognate areas.

1. Required courses 6 semester hours
   Student must complete ARH 103 and 104
2. Upper-level courses 6 semester hours
   Student must also take two upper-level art history courses
3. Other requirements 6 semester hours
   Student must take, under advisement
   a. Any two studio courses
   b. Any two American studies courses
   c. Any two other art history courses
   d. Any two cognate courses from other disciplines
   e. Any combination of the above

Either of these minors may be taken as a concentration by students as one of the minors in the bachelor of arts or bachelor of science in liberal studies general degree program.

* Students must maintain a grade of C in all ART and ARH courses within the major (required and elective).

COURSE DESCRIPTIONS

ART

Symbol: ART

105 Art Workshop (3) An art workshop for nonart majors. Exploration of art materials and techniques.

106 Beginning Drawing (3) Drawing from direct observation and an introduction to ideas of perception and interpretation. Use of a variety of media.

111 Basic Design (2-Dimensional Design) (3) Developing a visual vocabulary by experimenting with shape, space, light, color, and texture in a variety of media.

112 Color and Design (2-Dimensional Design) (3) Extensive study of color theory and its application to a variety of fine and industrial arts projects. PREREQ: ART 111.

113 Digital Design I (3) An introduction into the field of communication, using the computer and hand skills such as drawing tools. Emphasis is placed on implementing the elements and principles of design in creative print-based projects using vector and image-manipulation software. PREREQ: ART 111.

147 Crafts: Weaving I (3) Basic techniques of weaving are explored with emphasis on fabric design and craftsmanship.

206 Intermediate Drawing (3) Work in a variety of media and methods designed to develop "aggressive seeing." Emphasis on the exploration of line as boundary to describe form and space, as gesture, as calligraphy, and for expressive qualities as a tool for working in other media. PREREQ: ART 106.

210 Typography I (3) An introduction to the use of type as the primary element of visual communication. Student exercises focus on the expressive characteristics of letter forms, fundamental typographic theories, and rules of spatial organization. Introduces the student to the history, terminology, and technical issues related to typography. PREREQ: ART 111, 113. COREQ: ART 211.

211 Graphic Design I (3) An introduction to the history, methods, materials, and vocabulary used in the communication design profession. Visual communications are introduced through the study of visual aesthetics, concept development, and gestalt principles. Emphasis is placed on the relationship between perceptual design principles and communication concepts. PREREQ: ART 111, 113. COREQ: ART 210.

212 Graphic Design II (3) An introduction to publication design. Sequential design concept development. Interaction between type and image and design aesthetics will be emphasized as well as an in-depth study of target audience and print production. PREREQ: ART 210, 211. COREQ: ART 213.

213 Typography II (3) Advanced study of typographic expression and communication and the development of complex information systems. Students explore the form and structure of visual communications including sequential design systems and organizational structuring. Page layout software will be used. PREREQ: ART 210, 211. COREQ: ART 212.

216 Beginning Painting (3) An introduction to the basic materials and techniques of the painter with emphasis on color.

217 Intermediate Painting (3) The course seeks to provide a workshop atmosphere in which the student is given the opportunity to explore the potential of the painting media. Use of standard materials of paint, brushes, and canvas is required. PREREQ: ART 216.

220 Fundamentals of 3-Dimensional Design (3) An introduction to the theories, processes, and elements of perception and visual design in a three-dimensional situation. Problems will be geared to problem solving rather than object making.

221 Advanced 3-Dimensional Design (3) Solving problems of relating visual elements to volumetric forms in space by experimenting with various materials. PREREQ: ART 220.

222 Beginning Sculpture (3) An introduction to the basic fundamentals of sculpture, including concepts of design, knowledge of tools and techniques, and materials and processes. Project

assignments to be rendered in clay, plaster, wood, and stone.

223 Basic Photography (3) A course dealing with the photographic process. The course will cover camera handling, film and print processing, photographic composition and presentation. Students must supply adjustable 35mm camera plus developing and printing materials.

224 Intermediate Photography (3) A course for those who have had a basic photography class or previous photography experience. The course will stress technical and creative approaches to photography using small-format cameras. Advanced techniques of exposure, lighting, composition, and macro photography will be included. Students must supply their own 35mm adjustable camera and developing and printing materials. PREREQ: ART 223.

225 Advanced Photography (3) A course dealing with professional techniques in black and white as well as color photography. Different camera formats will be considered. Advanced darkroom techniques, photographic manipulation, and retouching will also be covered. PREREQ: ART 223 and ART 224.

226 Water Color I (3) An introduction to the basic tools and techniques of the water-color painter. Emphasis upon transparent water color.

227 Water Color II (3) Advanced problems in water color, gouache, tempera, and mixed media. PREREQ: ART 226.

231 Ceramics I: Basic Techniques (3) Introduction to the basic techniques of ceramics. Hand and wheel methods of construction; knowledge of clay bodies, firing, and glazing.

232 Ceramics II: Intermediate Techniques (3) Fundamental methods of creating clay forms on the wheel. Experimentation with clay bodies, glazes, and kiln operation. Design is stressed.

241 Printmaking: Introduction of Relief Printmaking (3) An introduction to the medium of printmaking: linoleum cuts, woodcuts, and colorgraphs.

243 Printmaking: Intermediate Relief Printmaking (3) Continuation of ART 241, emphasizing expressive possible techniques and their combination with other print media. PREREQ: ART 241, or permission of instructor.

245 Architectural Drawing (3) Studio experiences in layout; preparation of plans and elevations, presentations (renderings), and architectural lettering. Use of mechanical drawing tools to help students express steps that occur from design to realization of a structure.

248 Crafts: Weaving II (3) Provides an opportunity for the weaver to further explore and develop skills as a designer. Emphasis is placed on the interrelationship between functional materials and design processes.

251 Art in the Elementary School (3) Workshop and seminar providing experience with a wide variety of media appropriate for use with children. Investigation into the philosophy and psychology of children's art.

306 Drawing III: Life Drawing (3) An exploration of the abstract dynamics of figure drawing with particular application of anatomical structure to expressive design. PREREQ: ART 106 and 206.

◆ 307 Drawing IV (3) Individualized instruction in increasingly complex formal and expressive problems in drawing.

310 Graphic Design III (3) Advanced graphic design problem-solving methodologies tailoring communication to specific target audiences. Integration of type and image through creative solutions of complex concepts. PREREQ: ART 212, 213.

311 Graphic Design: Independent Project (3) Individualized instruction in design problems at an advanced level.

312 Logos, Symbols, Icons (3) The examination of pictographs, logos, trademarks, and symbols as a range of communication tools for organizations. Problem solving through visual identity projects examine the various components of company systems. Analysis and design of a mark, as well as its applications and design standards manual, will be part of a final project. PREREQ: ART 212, 213.

313 Digital Design II (3) A continuation of Digital Design I. Focuses on the image, image creation, manipulation and movement as well as its application to interactive design, motion graphics, video editing, and web design in the field of visual communications. PREREQ: ART 113, 212, and 213.

316 Advanced Painting (3) Emphasis on advanced problems in painting in a variety of techniques. Individual expression is encouraged. PREREQ: ART 217.

317 Painting: Studio Problems (3) Concentration on individual work and professional competence. Group critiques and discussions.

318 Painting from Landscape: Independent Project (3) Individualized landscape painting course requiring the student to paint on location in the Delaware Valley.

319 Painting from Masters: Independent Project (3) Introduces the student artist to techniques and styles by painting from master works.

◆ 320 Painting: Independent Projects (3) The development of a personal style is explored through a theme and its variation. Discipline and self-criticism are realized through a series of critiques and evaluations.

321 Intermediate Sculpture (3) More advanced problems in sculpture with emphasis on individual exploration of form, structure, and process. Independent project to be rendered in choice of materials, including clay, plaster, wood, and stone. PREREQ: ART 222.

322 Advanced Sculpture (3) Continued exploration and development of individual form and process awareness through involvement with modeling, casting, fabrication, and assemblages. In addition to clay, wood, stone, and plaster, metals and plastics will be utilized.

323 Abstract Painting (3) A studio exploration of the fundamental principles of abstract painting.

324 Life Modeling (3) Figure modeling in clay from the life model. Emphasis on hand-eye coordination using figure studies as vehicles of expression. Anatomy will not be stressed; however, weight, balance, construction, and spatial relationships will be emphasized.

◆ 325 Sculpture: Independent Projects (3) Individualized instruction in advanced sculpture. Preparation for senior show.

331 Ceramics III: Advanced Techniques (3) An advanced course to develop craftsmanship and to explore clay as a means of individual expression. PREREQ: ART 232.

332 Ceramics: Studio Problems (3) Work at an advanced level in specialized ceramic techniques.

◆ 335 Ceramics: Independent Projects (3) Individualized instruction as well as research and study in ceramic design.

341 Printmaking: Introduction to Intaglio Printmaking (3) Intaglio techniques, etching, dry point, aquatint, and engraving.

342 Printmaking: Introduction to Lithography (3) Fundamentals of stone and plate lithography.

343 Printmaking: Intermediate Etching (3) Continuation of 341 with emphasis on expressive qualities of the medium and its possible combination with other print media. PREREQ: ART 341, or permission of instructor.

344 Printmaking: Intermediate Lithography (3) Continuation of ART 342 with emphasis on expressive qualities of the medium and its possible combination with other print media. PREREQ: ART 342, or permission of instructor.

◆ 345 Printmaking: Independent Projects (3) In-depth, individualized instruction in a selected printmaking medium.

350 Art of Papermaking (3) The exploration of traditional and contemporary techniques in the art of papermaking. An emphasis on creative and original designs in conjunction with an understanding of materials.

351 Art of Papermaking (3) The exploration of traditional and contemporary techniques in the art of papermaking. An emphasis on creative and original designs in conjunction with an understanding of materials.

359 Resources in Art Education (3) The use of cultural and community resources in the schools with an emphasis on the teaching of art appreciation.

◆ 450 Graphic Design Internship (3) Experience in studio, agency, or company-involved design responsibilities and procedures to broaden the student's understanding of the profession through job experience. Departmental permission required. PREREQ: Junior or senior graphic design major.

◆ 455 Introduction to Multimedia (3) A workshop for students with background in the studio arts. To be taken under advisement.

490 Advertising Design (3) Emphasis on creative direction through problem definition, research, concept development, and layout including visual and typographic elements for presentation to a client. PREREQ: ART 212, 213.

491 Interactive Design (3) Designed to develop the skills, concepts, and technologies necessary for static and interactive web design and publishing. Provides a critical overview of and practical experience in the principles of interactive design, including informationa nd navigation design. Web authoring software will be used. PREREQ: ART 212, 213, 313.

499 Portfolio (3) Development of a professional portfolio for presentation for employment or continuation of studies on the graduate level. Students will be required to design a resume, personal identity mark, and a self-promotional piece. PREREQ: Completed a minimum of seven graphic design courses.

ART HISTORY

Symbol: ARH

101 Art Appreciation (3) An introduction to painting, sculpture, architecture, and the decorative arts with emphasis on understanding the visual arts as universal human expression.

102 Survey of Art History (3) A general introduction to the history of western art from the earliest cave paintings to the 20th century.

103 Art History I: Paleolithic through Middle Ages (3) Survey of significant art and architectural monuments from prehistory through the Middle Ages.

104 Art History II: Renaissance Through Modern (3) Continuation of ART 103. Survey of Western and non-Western art and architecture from the Renaissance through the 21st century.

◆ This course may be taken again for credit.

210 Non-Western Art (3) Analysis of primitive art as determined through ritual and myth. Focus includes ethnographic parallels to prehistory and the concept of primitivism in the West.

211 Art of Egypt (3) The art and architecture of Ancient Egypt, Mesopotamia, Assyria, and Babylonia from 3000-500 B.C.

360 Function of the Museum in Art (3) Role and function of the museum as an educational and cultural institution. Main focus on field trips to local museums in Chester and Delaware counties and the Wilmington, Del., area.

361 Museum Practice (3) Field experience in a particular museum facility in the West Chester, Wilmington, or Philadelphis area. PREREQ: ARH 360.

■ **382 Art of Greece and Rome (3)** The art and architecture of the Greeks, Etruscans, and Romans.

■ **383 Art of Middle Ages (3)** The art and architecture of the European medieval world and their development from Early Christian and Romanesque art into the full flowering of the Gothic period.

■ **384 Art of Renaissance–Baroque (3)** Art and architecture from 1300 through 1700 in Europe. Focus on patronage and the role of the artist. Political, economic, and religious influences on the art of the Renaissance and Baroque periods.

■ **385 18th and 19th Century Art (3)** Major European artistic contributions of the 18th and 19th centuries including Rococco, Neoclassical, Romanticism, Realism, and Impressionism. Art, architecture, and their cultural influence.

386 Modern Art Seminar (3) Analysis of major styles of 20th-century art from Post Impressionism to Pop Art. Special emphasis on important artists and their contributions to Western art.

389 Art of Spain (3) Introduction to the art and architecture of Spain and her colonies from the caves of Altamira to the contemporary period. Focus on specific artists including Velazquez, Goya, Miro, Gaudi, Picasso, and Dali.

◆ **400 Art Seminar (3)** Special topics to be announced for studio and art history. Offered periodically as appropriate. PREREQ: Permission of instructor.

413 American Art (3) A survey of American paintings and sculpture from Colonial times to the present.

◆ **415 Art History: Independent Study (3)** Opportunity for the student to pursue a particular field of interest.

416 American Architecture I (3) Introduction to American architecture of the early colonies and of the republic after American independence. Analysis of traditional European elements and American adaptations in public and private buildings.

417 American Architecture II (3) Introduction of architectural forms and styles in America from 1800 through the 21st century. Analysis of the social, stylistic, and technological sources of the last two centuries with future developments projected for the 21st century environment.

419 Women Artists (3) An introduction to women artists in history from the prehistoric period through the 21st century. Analysis of painting, sculpture, architecture, and nontraditional art forms produced by women. Special focus on artists of the 19th and 20th centuries.

■ Culture cluster
◆ This course may be taken again for credit.

Department of Biology
(See also Pre-Medical Program)

Schmucker Science North 175
610-436-2538

Judith Greenamyer, *Chairperson*
Sharon Began, *Assistant Chairperson*

PROFESSORS: Began, Beneski, Fairchild, Fish, Knabb, Slusher, Tiebout, Waber

ASSOCIATE PROFESSORS: Broitman, Casotti, Mbuy, Vreeland

ASSISTANT PROFESSOR: Greenamyer

ADJUNCT FACULTY: Buchenhorst, Grant, Hertel, Munsch, Natale, Warhol, White

The major in biology centers on a core of courses that emphasize broad unifying principles. Available electives provide enriching experiences in many areas of biology.

The Department of Biology offers three undergraduate degree programs with five concentrations within the B.S. degree:

1. The B.A. in BIOLOGY provides the liberal education and the special preparation required for careers in university teaching, government service, independent and industrial research, science-related sales and public relations, and other areas of business. This program also prepares students for admission to graduate and professional schools. The possibility of 26 semester hours of student electives enables the student to obtain a minor in another area of interest.
2. The B.S. in BIOLOGY: GENERAL CONCENTRATION can be individually tailored to provide the skills that students need to achieve their career goals. This program also provides the basic preparation needed for entry into graduate or professional schools, including physical therapy programs.
3. The B.S. in BIOLOGY: CELL and MOLECULAR concentration offers the student a strong background in both biology and chemistry. Emphasis on lab-oriented courses prepares the student to pursue a career in laboratory research in cell and molecular biology at industrial, medical, academic, and government facilities. This program also prepares the student for admission to graduate and professional schools.
4. The B.S. in BIOLOGY: MICROBIOLOGY concentration prepares students for careers in research laboratories, industrial and academic research, and government service in the areas of bacteriology, immunology, virology, mycology, microbial ecology, and parasitology. The program provides extensive laboratory experience with the techniques that are most useful and important to modern microbiological science. This program also provides the basic preparation needed for entry into graduate or professional schools.
5. The B.S. in BIOLOGY: ECOLOGY concentration provides an opportunity for interested students to obtain a strong background in field biology. The required core curriculum and concentration electives provide opportunities for later careers as biologists in state and federal environmental agencies, industry, environmental consulting firms, and similar organizations. Internships are strongly recommended as part of the program. Course work emphasizes skills obtained in biology, chemistry, and mathematics. Additional course work from other departments may be recommended to fulfill particular career objectives.
6. The B.S. in BIOLOGY: MEDICAL TECHNOLOGY concentration offers students the opportunity to enter the field of laboratory medicine with emphasis on the techniques and instrumentation used to evaluate disease processes. This concentration allows students to complete the necessary general education and departmental requirements in three years. The fourth year is spent in a hospital internship training program at one of the several affiliated hospitals, and students receive 26 semester hours credit for the internship year (BIO 407 and 408, Internship in Medical Technology). To qualify for the internship, students must have a 2.75 GPA and be accepted by an accredited hospital medical technology program. Students completing the internship will receive a B.S. in biology/medical technology concentration and the training necessary to take the national certification exam. Affiliated hospitals include Pennsylvania Hospital, Reading Hospital, and Graduate Hospital.
7. The B.S. in EDUCATION—BIOLOGY is a program designed to prepare the student for a career in teaching in secondary schools. Professional certification in biology is awarded to the student who completes the program satisfactorily. Students are strongly advised to seek certification in a related area to enhance

their employment potential. Such related areas include general science, health, education, athletic training, and environmental education. This program requires 126 credits for completion.

REQUIREMENTS COMMON TO THE BACCALAUREATE PROGRAMS

1. General ed. requirements, see pages 36–39 — 48 semester hours
   Science requirements are met by CHE 103 and PHY 130.
2. Biology requirements* — 9 semester hours
   BIO 110, 220, and 230
3. Other science requirements — 20 semester hours
   CHE 103-104, 231; CRL 103-104, 231; and PHY 130
4. All B.A./B.S. students must also take BIO 409, 490 or 491; CHE 232; and PHY 140.
5. Mathematics requirements — 6-7 semester hours
   MAT 121 and one semester of calculus

B.A. IN BIOLOGY

1. Required biology courses* — 21 semester hours
   BIO 110, 215, 217, 220, 230, 270, and 409 or 490 or 491
2. Biology electives — 12 semester hours
   Selected under advisement
3. Foreign language requirement — up to 12 semester hours

B.S. IN BIOLOGY—GENERAL Concentration

1. Required biology courses* — 21 semester hours
   BIO 110, 215, 217, 220, 230, 270, and 409 or 490 or 491
2. Biology electives — 21 semester hours
   Selected under advisement

B.S. IN BIOLOGY—CELL AND MOLECULAR Concentration

1. Required chemistry courses — 5-6 semester hours
   CHE 476, 491**, and CRL 476
2. Required biology courses — 28 semester hours
   BIO 110*, 214*, 215* or 217*, 220*, 230*, 421*, 431, 490** or 409 or 491, and BIL 333
3. Biology or chemistry electives — 12 semester hours
   Selected from courses at or above the 300 level

B.S. IN BIOLOGY—ECOLOGY Concentration

1. Required biology courses — 27 semester hours
   BIO 110*, 215*, 217*, 220*, 230*, 270*, 310, 470, and 409* or 490* or 491*
2. Biology electives — 12 semester hours
   Selected under advisement from BIO 275, 277, 313, 377, 471, 472, 473, 474, 475, 476, and 485
3. Ecologically relevant courses — 6 semester hours
   Selected under advisement

B.S. IN BIOLOGY—MICROBIOLOGY Concentration

1. Required biology courses* — 30 semester hours
   BIO 110*, 214*, 215* or 217*, 220*, 230*, 270*, 464*, 465*, and 409* or 490* or 491*
2. Microbiology electives — 11 semester hours
   Selected under advisement from BIO 314, 334, 414, 452, 454, 456, 474, 480, 484 or BIL 333

B.S. IN BIOLOGY—MEDICAL TECHNOLOGY Concentration

1. Required biology courses* — 53 semester hours
   BIO 110*, 214*, 215* or 217*, 220*, 230*, 407*, 408*, 465*, 490*

B.S. IN EDUCATION—BIOLOGY (126 semester hours)

1. Required biology courses* — 25 semester hours
   BIO 110*, 214*, 215*, 217*, 220*, 230*, 270*, and 311*
2. Biology electives — 6 semester hours
   Selected under advisement
3. Required education courses, see page 139 — 30 semester hours
4. Required earth systems course — 3 semester hours
   SCB 210

Minor in Biology — 18 semester hours

The Department of Biology offers a minor in biology. The biology minor requirements include the following:

1. Required prerequisite: BIO 110 (must be passed with a C– or better), or BIO 100 (must be passed with a grade of A). These courses are prerequisites and must be completed before admission to the minor. The grades in these courses are not used in calculating the GPA in the minor. These do not count towards the 18 semester hours required for the minor.
2. BIO 215 or BIO 217 (must be passed with a C– or better).
3. In addition to requirements 1 and 2, students must complete 15 additional credits at the 200 level or higher for the minor. At least eight credits must be in addition to the biology courses required by the student's major. Nonmajor courses such as BIO 204, 259, 269, and 307 require a grade of C– or better.
4. A minimum of 18 credits in biology, exclusive of BIO 110, must be taken for a minor in biology, and all minor courses must be at the 200 level or above.
5. To graduate with a biology minor, students must maintain a GPA of 2.00 in the minor courses, and they must meet with the minor adviser at least once per semester. At least nine credits in biology must be taken at WCU.

Internal and External Transfer Students

For an internal transfer into any biology degree program, a student must:

1. Be in good academic standing (2.00 GPA or better);
2. Have already passed BIO 100 with an A– or better, or BIO 110 with a C– or better;
3. Complete the application for change of major.

For newly admitted transfer students, a student must:

1. Meet University standards for admission to West Chester University;
2. Have a grade of C– (70%) or better if they have taken a BIO 110 equivalent.
3. Interview with department representatives.

NOTE: In order to receive a degree in biology from West Chester University, a transfer student must successfully complete a minimum of 50 percent of the required biology credits in the West Chester University Department of Biology.

Advanced Placement Policy

A score of three or better on the Biology Advanced Placement Exam of the SAT I will transfer as credit for BIO 110, General Biology.

*Biology core courses must be passed with a grade of C– (70%) or better.
**CHE 491 may be substituted for BIO 490. Students who choose to do this must take 14 credits of upper-level BIO or CHE electives.

COURSE DESCRIPTIONS

BIOLOGY

Symbol: BIO unless otherwise shown
(3,2) represents three hours of lecture and two hours of lab.

100 Basic Biological Science (3) Basic principles of biology. Cell theory, metabolism, genetics, development, diversity of life forms, and ecology. Not open to biology majors. (2,2)

 # 102 Humans and the Environment (3) The effects of human population on earth's resources are studied against a background of physical, biological, and health sciences. Note: Students completing BIO 102 may not take ESS 102 or ENV102 for credit. May not be taken as biology major elective.

Approved interdisciplinary course

110 General Biology (3) The concepts general to all living organisms such as cell structure and function, genetics, evolution, and ecology. This course is designed for majors in biology and related scientific areas. (2,3)

204 Introductory Microbiology (4) The biology of medically important microorganisms, their structure, taxonomy, physiology, control, and host-parasite interactions. (3,2) PREREQ: BIO 100 or BIO 110 and one semester of chemistry. May not be taken as a biology major elective.

214 General Microbiology (4) The biology of microorganisms, their structure, physiology, and control; the nature and dynamics of disease and disease control; principles of food, industrial, and environmental microbiology. The laboratory will deal with microbiological techniques, isolation and identification of microbes, and water and food analysis. This course is for biology majors. (3,3) PREREQ: BIO 110 and one semester of chemistry.

215 General Botany (3) A survey of plant and plant-like organisms from bacteria to and including the angiosperms with emphasis on anatomy, physiology, reproduction, and economic importance. (2,3) PREREQ: BIO 110.

217 General Zoology (3) Principles of animal biology. Form and function of vertebrate and invertebrate animal types (2,3) PREREQ: BIO 110.

220 Cell Physiology (3) An introduction to cellular and molecular biology with emphasis on cell morphology, biochemistry, and cell physiology. (2,3) PREREQ: BIO 110 and CHEM 230 or 231 (may be taken concurrently).

230 Genetics (3) Nature of genetic material and its qualitative and quantitative variation: recombination; interaction of gene products; regulation of genetic material; and its role in evolution. (3) PREREQ: BIO 110 and MAT 121.

259 Human Anatomy and Physiology I (4) An introduction to human structure and function. Skeletal, muscular, and nervous systems are emphasized. Laboratory involves study of human development and gross anatomy of the skeletal, muscular, and nervous systems. (3,2) May not be taken as a biology major elective.

269 Human Anatomy and Physiology II (4) Continuation of BIO 259. Endocrine, circulatory, respiratory, immune, digestive, and urogenital systems emphasized. (3,2) May not be taken as a biology major elective. PREREQ: BIO 259.

270 General Ecology (3) Relationships between living organisms and their environment. (2,3) PREREQ: BIO 110. Recommended are BIO 215 and 217, MAT 121, or SCI 101 and 102 and one semester of computer science.

275 Field Botany (3) Methods of studying plants in their natural surroundings. Use of keys, botanical manuals, and illustrated floras to identify living specimens. (2,3) PREREQ: BIO 100 or 215.

277 Vertebrate Ecology (3) Animal life in the surrounding localities. Identification, behavior, habitats, feeding, and reproduction. (2,3) PREREQ: BIO 100 or 217.

307 Pathophysiology (3) An integrated study of the processes involved in the total body systemic complex as it changes from the ordered homeostatic condition to the imbalanced diseased state. The use of disease models, with clinical considerations, strengthens the concepts. (3) PREREQ: BIO 259 and 269 passed with a grade of C– or better. May not be taken as a biology major elective.

310 Biometrics (3) The experimental design and computer-assisted statistical analysis of biological research problems. (2,3) PREREQ: BIO 110 and MAT 121.

311 Contemporary Issues in Biology Teaching (3) Curricular trends in biology education, biotechnology, and bioethics are analyzed in a social context through constructive controversy. The nature of science is explored and experiential skills are honed through practical application via a laboratory-oriented, faculty-student mentoring program. (2,2) PREREQ: BIO 110, 215, 217, 230; EDF 100; EDP 250, 351 (or graduate-level equivalents); or permission of the instructor. May not be taken as a biology elective.

313 Marine Biology (3) The course is intended to provide a general introduction to the biology of marine organisms. Lectures will focus on the diversity, ecology, and adaptations of organisms living in the marine environment. (3)

314 Diagnostic Bacteriology (4) Systematic study of pathogenic bacteria with extensive laboratory experience in handling and identifying these organisms. (3,3) PREREQ: BIO 214.

BIL 333 Introduction to Recombinant DNA Methodology (2) Laboratory techniques for gene manipulation, restriction endonuclease use, DNA electrophoresis, gene cloning in E. coli, and polymerase chain reaction. (0, 4) PREREQ: BIO 204 or 214, BIO 230, CHE 231.

334 Microbial Genetics (4) A course on the genetics of bacteria, their viruses, plasmids, and transposable elements. Applications of microbial genetics in genetic engineering and biotechnology. (3,3) PREREQ: BIO 110, 214, 230, and CHE 231.

357 Comparative Vertebrate Anatomy (4) Comparative study of the principal organ systems of vertebrates as to their structure, function, and evolutionary relationships. (2,4) PREREQ: BIO 217.

367 Physiology of Drug Interaction (3) An introduction to the mechanism of action of prototype drugs. The physiological alterations produced by various drugs as well as interactions between drug classes will be emphasized. (3) PREREQ: BIO 269 or BIO 468 or BIO 469.

377 Entomology (3) The structure, function, classification, economic importance, and biological significance of insects. (2,3) PREREQ: BIO 110 or 217.

407 and 408 Internship in Medical Technology (13 for each semester, total of 26) A two-semester, work-study appointment with an affiliated hospital. The satisfactory completion of this internship is accepted as the senior year's work by West Chester University. This internship will prepare the student to take the National Exam for Medical Technologists. PREREQ: Students who have completed 65 credit hours in the B.S. biology general concentration should apply for this internship in the summer following their sophomore year. Students must have an overall GPA of 2.75 and approval from the Department of Biology and the affiliated hospital.

◆ 409 Internship in Biological Sciences (3-16) A one-semester, work-study appointment with a commercial, industrial, or governmental agency. Students will be supervised jointly by a professional scientist of the agency and a Department of Biology faculty member. A maximum of eight combined credits from BIO 409 and BIO 491 may be applied to biology electives. PREREQ: Biology major, senior standing, GPA of 2.5 overall, 2.50 in biology, and approval of biology curriculum committee.

414 Applied and Industrial Microbiology (3) This course traces both the historical and current applications of microbiology in industry and society. Topics covered during lectures include building and equipment design, microbiological safety, fermentation, waste treatment, compost, and food production. The course also features guest lectures from several practicing microbiologists involved in industry. PREREQ: BIO 214 or permission of the instructor.

421 Cellular and Molecular Biology (4) A lecture and laboratory course that studies the molecular basis of cellular life. Eukaryotic cell structure and function will be emphasized. (3,3) PREREQ: BIO 220, BIL 333, and CHE 232.

428 Animal Histology (3) A study of the microscopic structure and function of vertebrate tissues and organs. (2,2) PREREQ: BIO 110 and 217, or permission of the instructor.

431 Molecular Genetics (3) A second course in genetics, covering the molecular biology of genetic events. Emphasis will be on the molecular details of basic genetic processes, such as DNA replication and transcription, RNA translation and protein synthesis, the genetic code, molecular mechanisms of gene regulation, and an introduction to "biotechnology." (3) PREREQ: BIO 230 and CHE 232.

◆ 435-438 Course Topics in Biology (1-3) Courses in this series are of timely interest to the student. Topics may include biological terminology, laboratory techniques, mycology, etc. Open only to junior and senior science majors.

448 Animal Development (4) Introduction to principles of animal development with laboratory study of vertebrate embryos. (3,3) PREREQ: BIO 110, 217, 220, and 230.

452 Parasitology (3) Biology of the principal parasites of man and domestic animals. Emphasis is on life cycles of common parasites, identification of diagnostic forms, and understanding the diseases associated with parasites of major economic and medical importance. (3) PREREQ: BIO 204 or 214, and 217.

454 Mycology (3) An introductory course including a general study of the biology of fungi and a survey of the field of medical mycology. (3) PREREQ: BIO 110 and 214 plus another three-credit-hour biology course.

456 Virology (3) Molecular biology of bacterial, plant, and animal viruses; virus classification, ultrastructure, mechanisms of replication, and effects of virus infection on host cell. PREREQ: CHE 232 and BIO 230 and 214.

457 Functional Animal Morphology (3) A study of the structure, form, and function of morphological adaptations in animals as examined through a mechanical, ecological, and evolutionary perspective. (3) PREREQ: BIO 217.

464 Microbial Physiology (4) Physiology and biochemical variations seen in prokaryotes and lower eukaryotes. (2,4) PREREQ: BIO 214 and 230, and CHE 232.

465 Immunology (4) Immunoglobulin structure and function, nature of antigens, cell-mediated immunity, hypersensitivity, regulation of immunity, and immunological diseases. Laboratory experience in immunological techniques. (3,3) PREREQ: BIO 214 and CHE 232.

466 Plant Physiology (3) Physiological processes of plants. Photosynthesis, respiration, intermediary metabolism, entrance of solutes into the plant, water metabolism, and growth regulators. (2,3) PREREQ: BIO 215 and CHE 231.

467 Endocrinology (3) An integrative look at the physiology of the mammalian endocrine system in the regulation and maintenance of homeostasis. The pathology associated with hormonal imbalance will be included. (3) PREREQ: BIO 217 and

◆ This course may be taken again for credit.

BIO 220 with a C or better in each, plus any 300/400 level biology course with a C or better.

468 Comparative Vertebrate Physiology (4) Comparative physiology of fishes, amphibians, reptiles, birds, and mammals, with emphasis on organ-based homeostasis. (3,3) PREREQ: BIO 217 and BIO 220.

469 Human Physiology (4) Theoretical and applied principles of the physiology of humans presented from an organ-system approach. Emphasis is placed on homeostatic regulatory mechanisms. (3,3) PREREQ: BIO 220, BIO 230, CHE 232. May not be taken as a biology major elective.

470 Population Biology (3) A quantitative, second course in ecology, emphasizing distributional patterns and fluctuations in abundance of natural populations. (2,3) PREREQ: BIO 270, MAT 121, and one semester of calculus.

471 Wetlands (3) A course designed to provide practical experience in wetlands' classification, delineation, regulation, management, and mitigation practices. The abiotic and biotic characteristics of inland and coastal wetlands are emphasized. (2,3) PREREQ: Eight hours of biology or permission of instructor.

472 Aquatic Biology (3) A laboratory and field-oriented course in the ecology and biota of streams and wetlands. (2,3) PREREQ: BIO 215, 217, 270.

473 Conservation Biology (3) The application of basic biological and ecological principles for the preservation of biological diversity. Emphasis will be on understanding the threats to biodiversity, the values of biodiversity, and preservation strategies including ecological risk assessment and the management of endangered species, habitats, and ecosystems. PREREQ (required): BIO 110, 215 or 217, and 270. PREREQ (recommended): BIO 310.

474 Microbial Ecology (4) Theory and application of modern microbial ecology. Lectures will focus on topics such as microbial communities, interactions with other organisms, biogeochemistry, and biotechnology. (3,3) PREREQ: BIO 110, 214, 270, and CHE 103, 104.

475 Plant Communities (3) A survey of ecological, morphological, and physiological strategies of plants from seed through adult stages. The integration of these strategies to explain the major plant communities of North America will be covered. (2,3) PREREQ: BIO 215.

476 Limnology (3) The measurement and analysis of the physical, chemical, and biological properties of lakes. (2,3) PREREQ: BIO 110 and CHE 103, 104.

480 Light Microscopy and the Living Cell (3) A one-semester lecture and lab course covering the theory and practical techniques of all types of light microscopy and their uses in investigating living cells. Also includes techniques such as microinjection, cell electrophysiology, and others. Strong emphasis on "hands-on" work with equipment. (2,2) PREREQ: BIO 110, BIO 215 or 217, or permission of instructor.

484 Epidemiology (3) A general study of the epidemiology of both infectious and noninfectious diseases, including industrial and environmentally related health problems. (3) PREREQ: BIO 214.

485 Systematic Botany (3) Principles of evolution as illustrated by the principles of plant taxonomy. Modern concepts of biosystematics. Practical experience in plant identification. (2,3) PREREQ: BIO 215.

490 Biology Seminar (3) Reports on special topics and current developments in the biological sciences. PREREQ: 18 hours of biology courses and senior standing.

◆ **491 Special Problems in Biology (1-3)** Tutorial course primarily for advanced undergraduate biology majors capable of independent study and research on a problem approved by the supervising instructor. A maximum of eight combined credits from BIO 409 and BIO 491 may be applied to biology electives. PREREQ: Permission of instructor; 2.50 GPA overall, 2.50 GPA in biology.

IND 401 Environmental Applications of GIS (3) Students are introduced to regional problem solving based on interdisciplinary, scientific data using Geographic Information Systems (GIS). Background in one of the natural or applied sciences is presumed, and students without such background should contact one of the instructors before scheduling. Most relevant lecture material is handled as readings outside of class, and class time is devoted largely to environmental analysis using ArcViewGIS. One half-day field trip is required. (1,2) PREREQ: Minimum of 64 credits earned, major in BIO, CHE, ENV, ESS, GEO, or PHY, with at least 15 credits earned in one of these disciplines, or permission of the instructor.

 # SCB 210 The Origin of Life and the Universe (3) An interdisciplinary course that presents the theory and evidence for the first three minutes of the universe and formation of the stars, galaxies, planets, organic molecules, and the genetic basis of organic evolution. May not be taken as a biology major elective.

SCB 350 Science Education in the Secondary School (3) A methods course emphasizing knowledge of curricular development and skill in planning, involving the design and execution of learning activities for all instructional modes. (2,2) PREREQ: Required core courses in science discipline and EDS 306 (or graduate-level equivalent), or permission of instructor.

SCI 101 The Carbon Cycle (3) An exploration of how the carbon cycle connects earth and life, through photosynthesis, respiration, decay, rock formation and weathering, and plate tectonics. Humans have altered the carbon cycle by burning fossil fuels. Students investigate the carbon cycle on the WCU campus and consider the implications for global warming. For elementary education majors only. Team taught with the Department of Geology and Astronomy.

SCI 102 Electricity with Physical and Biological Applications (3) An exploration of the physics of electrical circuits, the chemical basis of electricity as the flow of electrons, acid-base and oxidation-reduction reactions in chemical and in living systems, the electrical activity in the human nervous system, and connections between electricity and sensation and locomotion in humans. For elementary education majors only. Team taught with the departments of Physics and Chemistry.

◆ This course may be taken again for credit.

Department of Chemistry
(See also Pre-Medical Program)

119 Schmucker Science Center II
610-436-2631

James S. Falcone, Jr. *Chairperson*

Michael J. Moran, *Assistant Chairperson*

PROFESSORS: Ghoroghchian, Moran

ASSOCIATE PROFESSORS: Ahmad, Barth, Cichowicz, Frost, Goodson, Reid, Ressner, Townsend

ASSISTANT PROFESSORS: Caffo, Falcone, Starn

The Department of Chemistry has been approved by the American Chemical Society's Committee on Professional Training since 1972. Graduates of the B.S. in chemistry program and the B.S. in biochemistry program receive certification if they complete the program.

The Department of Chemistry offers five undergraduate degree programs:

(1) The B.S. in CHEMISTRY program (approved by the American Chemical Society [ACS]) provides a rigorous scientific foundation in all major areas of chemistry. This degree prepares the graduate for a career in a wide variety of chemically related areas including the chemical, petroleum, environmental, and pharmaceutical sectors. In addition, it serves as a basis for graduate and professional study leading to higher level industrial positions, teaching at the college level, or involvement in technical aspects of related fields such as law.

(2) The B.S. in BIOCHEMISTRY program (approved by the American Chemical Society [ACS]) provides a comprehensive background in the major areas of chemistry with an emphasis in biochemistry. Students awarded this degree will be qualified for employment opportunities in chemistry and biochemistry. The program also prepares students for graduate study in chemistry and in biochemistry.

(3) The B.S. in CHEMISTRY-BIOLOGY (Pre-Medical) provides the core courses required for admission to schools of medicine, dentistry, and veterinary medicine as well as schools of optometry, podiatry, chiropractic, and physical therapy. It also enables the student to pursue a career in biochemistry and molecular biology.

(4) The B.S. in FORENSIC CHEMISTRY program prepares students for careers in crimalistics and toxicology. The program also serves as a basis for graduate study and specialization in these

fields. A one-semester internship in a police or toxicology forensic-chemistry laboratory is mandatory.

(5) The B.S. in EDUCATION in CHEMISTRY program prepares students for a career in teaching chemistry in secondary schools. The program gives students experience in the major branches of chemistry so that, with proper selection of electives, graduate work in either pure chemistry or chemistry education can be pursued. Sufficient flexibility is provided so that students also may become certified in general science. This program requires 124 credits for completion.

Majors in the five B.S. programs should consult the Department of Chemistry handbook and their adviser for current requirements. A grade of C– or better is necessary in all required science and math courses.

Undergraduate Research and Internship Programs

Although internships are not a mandatory part of all chemistry programs, they are available to majors on a selective basis. Students receive varying amounts of credit based on the number of hours spent in a work situation and on the nature of the academic work during the internship or research. Credit varies from one to 12 semester hours. The maximum number of research or internship credits that can be taken may be limited by the department.

REQUIREMENTS COMMON TO DEGREE PROGRAMS IN CHEMISTRY, BIOCHEMISTRY, FORENSIC CHEMISTRY, AND EDUCATION – CHEMISTRY

1. General ed. requirements, see pages 36–39 — 48 semester hours
   Note: Certain programs have individualized requirements; see below.
2. Chemistry requirements — 27 semester hours
   CHE 103-104, 231-232, 321, 418, 476, 491.
   CRL 103-104, 231, 321
   Lab safety exam to be passed before completing 70 credits. See adviser for more information.
3. Other science requirements — 11 semester hours
   PHY 170-180; BIO 110 (B.S. chemistry majors may substitute CSC 141)
   PHY 170 and BIO 110 (or CSC 141) fulfill science general education requirements.
4. Mathematics requirements — 8 semester hours
   MAT 161-162 (MAT 161 fulfills a general education math requirement)

BACHELOR OF SCIENCE — CHEMISTRY

1. Required chemistry courses — 26 semester hours
   CHE 341, 342, 409, 411, 424
   CRL 232, 341, 342, 411, and 424
2. Chemistry electives — 9 semester hours
   Group A electives: CHE 333 or CHE 477 (3 semester hours)
   Group B electives: selected from upper-division chemistry courses (6 semester hours)

BACHELOR OF SCIENCE IN BIOCHEMISTRY

1. Required chemistry courses — 28 semester hours
   CHE 341, 342, 411, 424, 477
   CRL 232, 341, 342, 411, 424, and 476
2. Other required courses — 3 semester hours
   One of these courses: BIO 214, 220, or 230
3. Biochemistry elective — 4 semester hours
   Students must select from among the following: CHE 381, 479, 480, or CRL 477

BACHELOR OF SCIENCE — FORENSIC CHEMISTRY

1. Required chemistry courses — 20 semester hours
   CHE 341, 371, 451, 479
   CRL 341, 371, 476
   300-400 level chemistry elective
2. Other required courses — 15 semester hours
   BIO 204, 230; BIL 333; CRJ 110; and MAT 121

BACHELOR OF SCIENCE IN EDUCATION — CHEMISTRY

1. General ed. requirements, see pages 36–39
   Note: Students in this program **must** take LIT 165 and PHI 180 as humanities general education courses, and PSY 100 as a behavioral/social science general education course.
2. Required chemistry courses — 9–10 semester hours
   CHE 341 or 345, 409 or 411, 417
   CRL 341
3. Required education courses, see page 139 — 33 semester hours
   EDA/EDR 341, EDF 100; EDM 300; EDP 250, 351; EDS 306, 411, 412; and SCE 350
   Note: SCE 350 fulfills the diverse communities requirement.

BACHELOR OF SCIENCE — CHEMISTRY-BIOLOGY

1. General ed. requirements, see pages 36–39 — 48 semester hours
   Note: Students in the chemistry-biology curriculum **must** take PHI 470 as a humanities or interdisciplinary general education requirement.
2. Required chemistry courses — 32 semester hours
   CHE 103, 104, 231, 232, 321, 345, 418*, 476, 491
   CRL 103, 104, 231, 321*, and 476
3. Required biology courses — 24 semester hours
   BIO 110, 217, 220, 230, 357, 448, and 468
4. Required courses — 8 semester hours
   PHY 130-140 or 170-180
5. Required mathematics courses — 7 semester hours
   MAT 121 and 161
6. Concentration electives* — 9–10 semester hours
   Selected from upper-division chemistry and biology courses

Minor in Chemistry — **17 semester hours**

The Department of Chemistry offers a minor in chemistry. The requirements are as follows:

1. Required courses: Completion of CHE 231, CHE 232, CRL 231, CHE 321, CRL 321, and three credits of 300-level or higher chemistry elective(s). These electives must be chemistry courses (CHE) that satisfy the chemistry requirements of the ACS chemistry major program. Each of these courses must be passed with a grade of C– or better.
2. Completion of the prerequisites for these courses including CHE 103, CHE 104, CRL 103, CRL 104. Each of these courses must be passed with a grade of C– or better.
3. GPA of at least a 2.00 in the minor.
4. Interview with the Department of Chemistry minor adviser or chair at least once a semester.

* Students may, with the permission of the department chair and the coordinator of the pre-medical program, substitute an approved 6–12 credit internship for selected requirements and concentration electives. The courses with asterisks would be replaced by the internship (12 credits).

COURSE DESCRIPTIONS

CHEMISTRY

Symbols: CHE, CRL

100 Concepts of Chemistry (3) A broad survey course with a laboratory experience that seeks to develop an understanding of the field of chemistry through inquiry. Basic competence in scientific methods and procedures will be obtained by observing chemical reactions and studying the chemical and physical properties of a variety of compounds. (2 hours lecture, 2 hours lab)

101 Fundamentals of Chemistry (3) A mathematically oriented course for students who intend later to take CHE 103 but whose science and mathematics backgrounds are judged by a pretest to need remediation.

103-104 General Chemistry I-II (3) (3) Basic laws and theories of chemistry, including atomic structure, chemical bonding, oxidation-reduction, solutions, and ionic equilibria. Correlations of

chemical principles and their application to modern descriptive chemistry. CHE 103 must precede CHE 104. PREREQ (for CHE 103): Successful completion of high school chemistry OR passing grade in CHE 101.

CRL 103-104 Experimental General Chemistry I-II (1) (1) Basic laboratory studies in college chemistry utilizing the quantitative approach. Semimicro qualitative analysis and inorganic preparations. CONCURRENT or PREREQ: CHE 103-104. CRL 103 must precede CRL 104.

107 General Chemistry for the Allied Health Sciences (4) A one-semester treatment of the fundamentals of chemistry, including atomic structure and bonding, types of reactions, kinetics, equilibrium, and thermodynamics. May not be taken as a chemistry major elective. CRL 107 may be taken concurrently or after CHE 107.

CRL 107 General Chemistry Lab for Allied Health Science (1) A one-semester laboratory course to complement CHE 107. Basic laboratory techniques, both qualitative and quantitative, will be used to illustrate principles from the lecture. CONCURRENT or PREREQ: CHE 107.

230 Introduction to Organic and Biological Chemistry (3) A course in the fundamentals of organic chemistry. Structural theory of organic molecules, organic synthesis, and biological applications. PREREQ: C- or better in CHE 104 or 107.

231-232 Organic Chemistry I-II (4) (3) A survey of the classes of organic reactions from a mechanistic deductive approach. Preparatory topics will include atomic structure, bonding theories, resonance, and acid-base concepts. CHE 231 will focus on classes of organic molecules, organic nomenclature, stereochemistry, nucleophilic substitution, and elimination reactions applied to the chemistry of hydrocarbons, alkyl halides, alcohols, and simple systems. CHE 232 will include reactions of carbonyl compounds, the chemistry of aromatic compounds, molecular rearrangements, oxidation and reduction reactions, carbanion and amine chemistry, and spectroscopy. PREREQ (for CHE 231): CHE 104. PREREQ (for CHE 232): CHE 231.

CRL 231-232 Experimental Organic Chemistry I-II (2) (2) Basic laboratory skills in organic chemistry including classical as well as instrumental techniques. Organic synthesis and modern spectrophotometric methods of identification. CONCURRENT or PREREQ: CRL 104 and CHE 231. CRL 231 must precede CRL 232.

300 Fundamentals of Radioisotope Techniques (3) (Also PHY 340) Biological, chemical, environmental, and physical effects of nuclear radiation. Radiation detection instrumentation and radio tracer methodology. (2 hours lecture, 2 hours lab) PREREQ: CHE 104 and PHY 140 or 180.

310 Introductory Biochemistry (3) The chemical nature of biological phenomena is presented. Particular emphasis is placed on the metabolic pathways and the enzymes responsible for these processes with applications to nutrition. PREREQ: CHE 230 or 231. (Not for chemistry majors.)

321 Analytical Chemistry I (3) Fundamental principles of analytical chemistry. Theory of gravimetric and volumetric methods of analysis. PREREQ: CHE 104.

CRL 321 Experimental Analytical Chemistry I (2) Practical experience in modern techniques of chemical analysis with emphasis on volumetric and gravimetric methods. CONCURRENT or PREREQ: CHE 321.

333 Organic Chemistry III (3) An advanced mechanistic study of organic compounds, functional groups, and their reaction. Spectroscopic characterization of organic molecules will also be covered. PREREQ: C– or better in CHE 232.

341 Physical Chemistry I (4) An introduction to physical chemistry including ideal gases, kinetic theory, three laws of thermodynamics, introduction to phase equilibrium, chemical equilibrium, application of the fundamental equation of thermodynamics, transport phenomena, chemical kinetics, introductory spectroscopy, X-ray diffraction, and the structure of solids. PREREQ: CHE 104, MAT 161 and 162 all with a C- or better. CONCURRENT or PREREQ: PHY 180.

CRL 341 Experimental Physical Chemistry I (2) Laboratory course in physical chemistry including computer applications, thermodynamics, chemical kinetics, structure, and spectroscopy. COREQ: CHE 103 or 105, CHE 104 or 106, CHE 341, MAT 161 and 162, and PHY 170 and 180.

342 Physical Chemistry II (3) Advanced thermodynamics including nonideal gases, nonideal systems, and thermodynamics at surfaces; introduction to statistical mechanics; quantum chemistry; advanced chemical kinetics, including kinetics near equilibrium, catalytic kinetics, and activated complex theory; and dynamic electrochemistry. PREREQ: CHE 341 and PHY 180, both with a C– or better.

CRL 342 Experimental Physical Chemistry II (2) Experiments and projects in advanced physical chemistry. PREREQ: CHE/CRL 341. COREQ: CHE 342.

345 Fundamentals of Physical Chemistry (3) A survey of the fundamental topics in physical chemistry with applications to biology and medicine. Primarily for biology and chemistry-biology majors. PREREQ: CHE 232, MAT 161, and PHY 140 or 180.

371 Forensic Chemistry (3) Introduction to criminalistics (chemical, forensic, analytical techniques) with the role, functions, operations, and organization of a scientific police laboratory. PREREQ: CHE 104, CHE 232, and CHE 321.

CRL 371 Forensic Chemistry Lab (2) Principles of microscopy, screening methods, and instrumental methods of chemical analysis applied to criminalistics and toxicological samples. CONCURRENT or PREREQ: CHE 371.

381 Clinical Chemistry (3) Analysis of biological fluids. Clinical significance of enzyme, electrolyte, protein, and carbohydrate analysis. Requires permission of instructor or preparation in organic chemistry and quantitative analysis. CONCURRENT or PREREQ: CHE 321 and CHE 476.

403 Chemistry of the Environment (3) The chemistry of the atmosphere, hydrosphere, and biosphere; human impact on these areas. PREREQ: CHE 104. May also be offered with lab. (2 hours lecture, 2 hours lab)

409 Descriptive Inorganic Chemistry (3) Emphasis is on the periodic properties of the representative elements, the structure of inorganic solids, the chemistry of aqueous and nonaqueous solutions, and the study of some transition metals. Lanthanides and actinides also are studied. PREREQ: CHE/CRL 104.

◆ 410 Advanced Independent Study or Chemical Research (3-6) Taken under the direct supervision of a faculty member. May be taken for two semesters for a total of six credits. PREREQ: Senior standing or permission of department chairperson.

411 Advanced Inorganic Chemistry (3) Structure and properties of the elements and inorganic compounds from a theoretical point of view. Atomic structure and the periodic law; molecular structure and bonding, including symmetry and MO theory; structure, bonding, and reactions of transition element compounds and main group compounds; acid-base chemistry. PREREQ: CHE 341. CONCURRENT: CHE 342.

CRL 411 Inorganic Syntheses (2) A four-hour laboratory course in the synthesis and characterization of inorganic compounds of the main group and the transition elements. PREREQ or COREQ: CHE 409 or 411.

417 History of Chemistry (1) The history of chemistry and its predecessors from earliest times to the present day. PREREQ: CHE 104.

418 Chemical Information (1) Instruction in the use of a modern chemical library, reference and data acquisition, synthetic procedures, and computer data bases. PREREQ: CHE 231.

424 Advanced Analytical Chemistry (3) Basic principles of applied instrumental analysis. Special emphasis on the use of spectrophotometric and electroanalytical instrumentation. PREREQ: CHE 321 and 341. CONCURRENT: CHE 342.

CRL 424 Advanced Analytical Chemistry Laboratory (2) Practical experience in the choice and application of instrumental methods of analysis to chemical systems. CONCURRENT or PREREQ: CHE 424.

436 Polymer Chemistry (3) Polymerization kinetics, rheology of polymer melts, crystallization parameters, and monomer reactivity in copolymerization. PREREQ: CHE 232.

CRL 436 Polymer Chemistry Laboratory (2) Synthesis of polymers; molecular, physical, and thermal characterization of polymers. Instrumental methods include X-rays, IR, electron microscopy, and thermal analysis. CONCURRENT: CHE 436.

443 Quantum Chemistry (3) Basic quantum chemistry including the properties of wave functions, the hydrogen atom problem, chemical bonding, angular momentum, eigenvalues and eigenfunctions, and spectroscopic concepts. PREREQ: CHE 342.

◆ 450 Internship in Chemistry (1-12) A full- or part-time work-study appointment in a clinical, commercial, governmental, or industrial laboratory supervised jointly by an on-site supervisor and Department of Chemistry faculty member. PREREQ: GPA of 2.00 or above and permission of the Chemistry Internship Committee (CIC).

451 Internship in Forensic Chemistry (1) A full- or part-time work-study appointment in a clinical, commercial, governmental, or industrial laboratory supervised jointly by an on-site supervisor and a Department of Chemistry faculty member. The analytical methodology in the laboratory will include techniques applicable to forensic toxicology and/or criminalistics samples. PREREQ: Permission of the Forensic Chemistry Internship Committee.

452 Internship in Chemistry-Biology (6-12) This course gives the student exposure to and hands-on experience in the field of biomedical research. Intended to be a full-time appointment in a hospital, medical school, or research institute, it may be modified to be part-time to better meet a student's needs. Supervised jointly by an on-site supervisor and a Department of Chemistry faculty member. The analytical methodology in the laboratory will include techniques applicable to biomedical research. PREREQ: Permission of the Chemistry-Biology Internship Committee.

460 Advanced Organic Spectroscopy (3) An advanced course in organic spectroscopy dealing with IR, NMR, and MS techniques. Other techniques

◆ This course may be taken again for credit.

also may be covered. PREREQ: CHE 232 with a C– or better. CONCURRENT: CHE 341 or 345.

476 Biochemistry I (3) This course examines the physical and chemical characteristics of proteins, carbohydrates, lipids, and nucleic acids. The bioenergetics of carbohydrate and fat metabolism and the enzymatic control of these processes is a focal point. The role of nucleic acids in protein synthesis is also covered. PREREQ: CHE 232.

CRL 476 Experimental Biochemistry I (2) Laboratory exercises in the fundamentals of biochemistry. CONCURRENT or PREREQ: CHE 476.

477 Biochemistry II (3) This course is an extension of CHE 476 and considers the biosynthesis and degradation of proteins, carbohydrates, lipids, and nucleic acids. The primary focus is on the interrelationship of these molecules and the pathways involving their metabolism. PREREQ: CHE 345 (or equivalent) and CHE 476, or permission of instructor.

CRL 477 Experimental Biochemistry II (2) A second-semester laboratory course in biochemistry that stresses the use of advanced analytical instruments to characterize biologically important molecules and to elucidate their mechanism of action. PREREQ: CHE 476 and CRL 476.

479 Chemical Toxicology (3) A one-semester course in the environmental and physiological aspects of chemical toxicity. Special emphasis will be placed on documentation, sampling, and verification of materials. PREREQ: CHE 232.

◆ 480 Introduction to Chemical Research (2-6) An independent chemical research project under the direction of a faculty member. The faculty member assigns the research topic and background literature readings and works closely with the student in the research laboratory giving instruction in laboratory techniques. The student is required to write a final research report. PREREQ: Senior standing or permission of department chairperson.

491 Seminar in Chemistry (1) Oral presentation of papers based on laboratory or library research. PREREQ: Permission of department chairperson.

 # SCB 210 The Origin of Life and the Universe (3) An interdisciplinary course that presents the theory and evidence for the first three minutes of the universe and formation of the stars, galaxies, planets, organic molecules, and the genetic basis of organic evolution. (3) PREREQ: High school or college courses in at least two sciences.

SCC 370 Science and Human Values (3) A one-semester course illustrating the impact of science on human thought, values, and institutions. Ethical, sociological, and psychological aspects of science-mediated change are covered in depth.

 # SCI 102 Electricity With Physical and Biological Applications (3) An exploration of the physics of electrical circuits, the chemical basis of electricity as the flow of electrons, acid-base and oxidation-reduction reactions in chemical and in living systems, the electrical activity in the human nervous system, and connections between electricity and sensation and locomotion in humans. For elementary education majors only. Team taught with the departments of Biology and Physics.

◆ This course may be taken again for credit.
Approved interdisciplinary course

Citizenship Education Program (formerly Social Studies)

For additional information consult the major department or the Teacher Education Advisement Center, Room 251, Francis Harvey Green Library.

ELECTIVE CITIZENSHIP EDUCATION PROGRAM

The Commonwealth of Pennsylvania grants a secondary citizenship education certificate enabling the holder to teach geography, history, or political science in public school. West Chester University's program is accredited by the Pennsylvania Department of Education, the National Council for the Social Studies, and the National Council for Accreditation of Teacher Education. Certification programs are offered in conjunction with the B.A. programs in geography, history, and political science. (Certification-only programs are available for those already holding a baccalaureate degree.) For information, contact the appropriate department or the Teacher Education Advisement Center, Room 251, Francis Harvey Green Library.

Program of Study

This program is designed to assure that prospective citizenship education teachers possess the knowledge, capabilities, and dispositions associated with the concepts, tools of inquiry, and structures of the disciplines that make up citizenship education, and that they are able to create learning experiences which make these aspects of the subject matter meaningful for learners. The course of study emphasizes ten thematic strands:

- Culture and cultural diversity
- Time, continuity, and change
- People, places, and environment
- Individuals, groups, and institutions
- Power, authority, and government
- Production, distribution, and consumption
- Science, technology, and society
- Global connections
- Civic ideals and practices
- Individual development and identity

Prospective teachers must complete subject-matter courses in history and social sciences that make up no less than 40 percent of a total four-year or extended preparation program with a major of 21 hours in either geography, history, or political science.

COMMON REQUIREMENTS

For details, see "Teaching Certification Programs" on pages 146–147.

COURSE DESCRIPTIONS CITIZENSHIP EDUCATION (formerly Social Studies)

SSC 331 Teaching Citizenship Education in Secondary Schools (3) Methods and materials of teaching citizenship education for prospective secondary school teachers. Emphasis is on combining educational theory with citizenship education content for effective teaching. Exercises and practical application. Enrollment is restricted to students who will be student teaching the next semester. Permission to waive this policy may be granted by the Department of History chairperson. PREREQ: EDS 306.

Department of Communication Studies

512 Main Hall
610-436-2500

Dennis R. Klinzing, *Chairperson*

PROFESSORS: Dean, Foeman, Klinzing, Orr

ASSOCIATE PROFESSORS: Brown, Jenks, Levasseur, Newell, Pearson, Remland, Thompsen

ASSISTANT PROFESSORS: Hickman, Lordan, Millhous, Reed

The Department of Communication Studies offers two programs. One program leads to the bachelor of arts degree and the other leads to the bachelor of science in education.

1. The B.A. in COMMUNICATION STUDIES focuses on oral communication as the core of a liberal education that can be applied to a number of specializations.
2. The B.S. in EDUCATION—COMMUNICATION is for students who wish to meet the state of Pennsylvania requirements for teacher certification in communication.

Majors are expected to meet with their advisers to plan a course of study, to select courses prior to scheduling, to discuss career opportunities, and to keep abreast of departmental cocurricular activities. Handbooks are provided to help students be aware of requirements for each program in the department. Students who wish to transfer into the communication studies program must have a 2.0 GPA or better. **Also see Program Admission Requirements below.**

Departmental Student Activities

The Forensic Society, the radio station, the TV Club, and Women in Communication are student organizations that involve department faculty and resources. The activities of these organizations are open to all students. For more information see the "Student Affairs" section.

Department Internships

Internship experiences are available in all areas related to students' vocational and academic interests. Students have been placed in offices of congressmen, radio and television stations, and local industries. Students and their placements are screened to assure mutual satisfaction for all parties involved. For details, students should check with the department's internship coordinator.

REQUIREMENTS COMMON TO THE B.A. AND B.S. PROGRAMS

General education requirements, see pages 36–39 48 semester hours

BACHELOR OF ARTS—COMMUNICATION STUDIES

1. Required lower-division courses 18 semester hours
   COM 204 Dyadic Communication (3)
   COM 212 Mass Communication (3)
   COM 216 Small Group Communication (3)
   COM 219 Communication Concepts (3)
   COM 224 Communication Research (3)

Three of the required lower-division courses (COM 208, 219, and 224) are prerequisites for all communication studies courses except for COM 310 and COM 315. In addition, COM 216 is a prerequisite for COM 304. **Also, COM 208 must be taken to satisfy the general education communication requirement.**

2. Upper-division courses 18 semester hours
   Students will work with their advisers to select six appropriate courses at the 300 and/or 400 level from the listing of department course offerings. In order to facilitate student/adviser selection of upper-division courses, a listing of those courses that the department plans to offer will be posted and distributed to advisers. This listing will project two years into the future and will be updated at the beginning of each academic year. **COM 300 and COM 400 may not be used to satisfy the upper-division course requirements.**
   Additional Notes
   a. Limited substitutions may be made to the required lower-division courses with the adviser's written consent.
   b. **A grade of C or better must be earned in a COM course in order for it to meet a department requirement.** Also, a 2.5 average or better must be earned in the aggregate of lower- and upper-division courses before graduation will be recommended.
   c. To encourage B.A. communication studies majors to develop communication competence that extends beyond oral English, a grade of C or better is required in WRT 120 and 121, and a grade of C– or better is required in the 202-level course of a foreign language. If a major employs the culture cluster option to fulfill his/her language requirement, a C– or better is required in the 102 level of the foreign language course and in each of the culture cluster courses.
   d. Students who exhaust their course repeat options and have not earned a grade of C or better in all the prerequisite communication courses will be advised that they will not be able to complete the requirements for a B.A. in communication studies. The department chair will offer an exit interview and help them to identify available alternatives.
3. Foreign language/culture requirement 0-15 semester hours
   See pages 39–40.
4. Applied area 24-27 semester hours
   Courses are to be selected in consultation with an adviser to meet career objectives.

BACHELOR OF SCIENCE IN EDUCATION—COMMUNICATION

1. Core requirements 30 semester hours
   CLS 260*; COM 201*, 208*, 219, and 224; ENG 230, 331, and 392; LIN 330*; LIT 200 or 201*; and LIT 230 or 231*
2. Emphasis area requirements 30 semester hours
   Choose two areas:
   a. Speech emphasis (15 credits)
      COM 204, 216, 307, and 405; THA 102**.
      Participation in forensics activities is required.
   b. Theater emphasis (15 credits)
      THA 103**, 104, 210, 301, and 306 or 307.
      Participation in theater productions is required.
   c. Media emphasis (15 credits)
      COM 212, 217 or 317, 320, 355, and CSW 131
3. Professional education requirements 30 semester hours
   (See page 139.) EDF 100, EDP 250 and 351, EDR/EDA 341, EDS 306, 411-412, and COM 402/ENG 390

Program Admission Requirements (B.A., B.S.Ed., and Minor Programs)

Applicants who have completed the prerequisite core (COM 208, 219, 224) will be ranked by grade point average in the core. Selection for admission will be based on these rankings at the conclusion of each semester, after grades are posted. Students who do not gain admission may reapply, but they must compete with the group of applicants in that semester.

Minor in Communication Studies 18 semester hours

This minor may be taken as one of the minors in the bachelor of arts or bachelor of science in the liberal studies general degree program. A minor in communication studies requires students to complete three prerequisite courses: COM 208, COM 219, and COM 224, and to earn a grade of C or better in each of these courses. Students are also required to earn a grade of C or better in WRT 120 and WRT 200. Three elective courses may then be selected from any 300- or 400-level courses offered in communication studies, but a C grade or better must be earned in each of these courses, and a 2.5 average must be achieved in the minor before clearance for graduation with a minor will be granted. A student must have a 2.0 cumulative average or better to gain admission to the minor in communication studies **as well as meeting program admission requirements, stated above.**

* Courses used as general education requirements.
** Can be used for either general education arts requirements or free electives.

COURSE DESCRIPTIONS COMMUNICATION STUDIES

Symbol: COM

101 Speech Fundamentals: Interpersonal Communication (3) Development of competencies for purposeful speech communication. Awareness of the effects of language on communications. Recognition of the types and purposes of a selected number of communications. Grasp of the role of evidence and organization in spoken messages.

105 Voice Dynamics (3) Training in the creative-esthetic production of speech; includes respiration, phonation, articulation, and resonation.

200 Communication Careers Planning I (1) This course is designed to introduce the first of a two-phase, career-planning process. Self-assessment and exploration is provided through assigned readings, mini-lectures, reflective exercises, and small group activities.

201 Fundamentals of Communication Technology (3) Examination of the use of computers and other technologies to create, organize, store, visualize, and present messages.

202 Scripts and Formats for Mass Media (3) Students are required to analyze, evaluate, and produce scripts for a variety of mass media formats. The course emphasis is on radio, television, and film.

204 Interpersonal Communication (3) One-on-one communication to give the student a fundamental understanding of the processes and experiences of the most basic type of human communication.

208 Public Speaking (3) Development of skills necessary to understand the theory of communication as a problem-solving tool in the community. Special emphasis is on the student's performance as a sender and receiver of messages directed at social action.

210 Photo Communication I (3) A basic course in the use of creative techniques available to the beginning photographer for the production of high-quality slides.

212 Mass Communication (3) A survey course designed to identify, analyze, and evaluate the pragmatic, persuasive, creative, and technical dimensions of mass media.

216 Small Group Communication (3) Introduction to and practice in the structured small group. Emphasis on preparation for, analysis of, and participation in problem-solving oriented groups.

217 Directing and Producing the Documentary Television Program (3) Planning and producing the nondramatic television production.

219 Communication Theory (3) A study of human communication that includes a historical view of the field, examinations of definitions of communication, analyses of the nature of theory and the process of theorizing, assessment of perspectives of communication, and construction of models of communication.

220 Multi-media Communication (3) The practical application of communication theory through experiences in photography and multi-media productions. The creative potential of combining sound and various photographic elements will be explored with special attention given to photojournalism as used in advertising, public relations, theater, and related mass communication fields.

221 Photo Communication II (3) This course will give the student a chance to develop a personal photographic communication style. The student will be encouraged to explore and express his or her personal perceptions through photography.

222 Successful Web Publishing (3) Examination of problems and solutions for successful web publishing.

224 Communication Research (3) An examination of the nature of inquiry and research in communication. Emphasis on understanding and appreciating the strengths and weaknesses of various methods of research in communication.

230 Business and Professional Speech Communication (3) Practice in effective speaking and listening. Interpersonal communication in the business and professional setting, including reports and sales presentations, policy speeches, conference leadership techniques, group dynamics, and speaking.

231 Interviewing in Organizations (3) An introduction to the skills necessary for a variety of organizational interview settings. Students will act as interviewers and interviewees in many types of interviews, work in groups, and give performance feedback to peers.

292 Effects of Computer-Mediated Communication (3) An examination of the many effects of computer-mediated communication.

300 Communication Careers Planning II (1) This second phase of the careers planning course series examines the initial steps required for finding employment. Topics covered include the job-hunting process, resume development, networking, and the transition from college to employment.

303 Modern Trends in Argument (3) Study of the new thinking in argumentation theory. De-emphasizes classic validity and centers on the building of arguments that are acceptable to the listeners. Course focuses on the work of Stephen Toulmin and Chaim Perelman. PREREQ: COM 208, 219, 224.

304 Organizational Communication (3) An in-depth analysis of the dynamic process of communication as it occurs in organizational networks. PREREQ: COM 208, 216, 219, 224.

307 Nonverbal Communication (3) A study of the verbal and sensory messages we are constantly receiving. Body language and the uses of space, time, touch, objects, and color inherent in the sensory messages we receive. PREREQ: COM 208, 219, 224.

309 Advanced Public Speaking (3) Designing personal strategies, adapting delivery to large audiences, developing oral use of language, and speaking to live or simulated community groups. PREREQ: COM 208, 219, 224.

310 Field Experience in Photographic Communication (3) This course in slide photography will build on the student's previous experiences in photography. The student will develop the technical, visual, and photo communication skills necessary to explore, record, and interpret his or her surroundings through photographic essays and related photo communication projects. These skills will be achieved through field experiences and classroom instruction.

312 Intercultural Communication (3) A study of factors that contribute to communication breakdowns between diverse cultures and between fragmented segments within the same society. PREREQ: COM 208, 219, 224.

315 Structure of Meetings (3) This course prepares students to plan formal agenda, write and interpret organizational by-laws and constitutions, and participate in and preside over meetings according to parliamentary procedures.

317 Directing and Producing the Dramatic Television Program (3) Planning the program. Preparing the shooting script. Practice in rehearsing with actors and cameras. PREREQ: COM 208, 219, 224.

318 Forensics (3) Study in the philosophy and practice of forensics. Initiating, developing, and administrating a forensic program. Coaching and judging debate and individual events. PREREQ: COM 208, 219, 224.

320 Communicating on Television and Radio (3) For the student who, by career or circumstance, will be required to be on radio and television. The focus of the course will be on three major areas: interviewer/interviewee techniques; acting for television, including working in commercials; and news reporting, including studio and remote locations. PREREQ: COM 208, 219, 224, THA 103.

330 Oral Communication for Technical Professionals (3) The student will explore the oral component of effective communication as it applies to the business and professional world of mathematics, engineering, and science. PREREQ: COM 208, 219, 224.

340 Political Communication (3) This course examines the functions and effects of political messages in policymaking and in campaigns. Particular attention is paid to the flow of messages between politicians, the media, and the electorate.

355 Public Relations Principles (3) An introduction to the role of the public relations practitioner in the formation of public opinion. Communications theory will be combined with specific techniques for working with the press, producing printed material, and conducting special events. PREREQ: COM 208, 219, 224.

◆ 399 Directed Studies in Speech Communication (1-3) Research, creative projects, reports, and readings in speech communication. Students must apply to advisers one semester in advance of registration. Open to juniors and seniors only. PREREQ: COM 208, 219, 224, and approval of department chairperson.

◆ 400 Internship in Speech Communication (3-6-9-12-15) This course provides a structured and supervised work experience in communication. Credits earned are based on amount of time spent on the job. Students must apply to the department internship coordinator and receive approval of the department internship faculty committee to be admitted. PREREQ: COM 208, 219, 224.

402 Teaching Communications (3) Theory and practice in teaching junior and senior high school communication and drama courses, and in directing cocurricular programs in junior and senior high school. PREREQ: COM 208, 219, 224.

403 Persuasion (3) Current theories of attitude and attitude change. Practice in speaking to modify behavior through appeals to the drives and motives of the listener. PREREQ: COM 208, 219, 224.

405 Argumentation and Debate (3) Functions and principles of argumentation and debate, including analysis, evidence, reasoning, and refutation. Class debates on vital issues. PREREQ: COM 208, 219, 224.

410 Conflict Resolution (3) This course explores the means of resolving conflict through argument, negotiation, mediation, and arbitration. PREREQ: COM 208, 219, 224.

415 (also LIN 415) Language, Thought, and Behavior (3) This course is designed to help students understand the way language functions in the communication process. To accomplish this

◆ This course may be taken again for credit.

purpose, various language systems will be examined and one will be selected for in-depth analysis. PREREQ: COM 208, 219, 224.

455 Public Relations Campaigns (3) This course is for students who have completed COM 355 and want to learn strategic planning and program implementation. Students use case studies and social science research to evaluate PR program effectiveness. PREREQ: COM 208, 212, 219, 224, and 355.

490 Seminar on Communication Competence (3) Course explores what it means to be a competent communicator through applicable theory, research, and analysis of communication practice.

◆ **499 Communication Seminar (3)** Intensive examination of a selected area of study in the field of communication studies. Topics will be announced in advance. PREREQ: COM 208, 219, 224.

◆ This course may be taken again for credit.

Department of Communicative Disorders

201 Carter Drive
610-436-3401

Elena Stuart, *Chairperson*

PROFESSOR: Weiss

ASSOCIATE PROFESSORS: Gunter, Koenig

ASSISTANT PROFESSOR: Stuart

INSTRUCTORS: Means, Curtin

The Department of Communicative Disorders offers a program leading to a B.A. in communicative disorders. It is a preprofessional program that provides students with basic knowledge of human communication and communication disorders in preparation for graduate study in audiology, speech-language pathology, speech and hearing science, or related health science or communication fields.

Students will be provided with the opportunity to complete much of the undergraduate preparation that is applicable to fulfilling the requirements for the Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association (ASHA).

The department operates a Speech and Hearing Clinic that serves as a teaching and training facility for the academic program. The clinic provides diagnostic and therapeutic services for children and adults with speech, language, and hearing problems. These services are available to individuals from the University as well as from the surrounding communities.

Academic Policies

1. Grades of "C–," "D," or "F" earned in major (SPP) courses must be raised to "C" or better. A failed major course must be repeated the next time the course is offered.
2. A minimum 2.5 cumulative GPA and 2.5 major average is required for all communicative disorders majors in order to complete the degree program.

BACHELOR OF ARTS — COMMUNICATIVE DISORDERS

1. General ed. requirements, see pages 36–39 — 48 semester hours
2. Foreign language and culture — 3-15 semester hours
3. Related areas — 18 semester hours
   These courses are to be selected under advisement from a department-approved list.
4. Communicative disorders concentration — 34 semester hours
   SPP 101, 106, 163, 166, 203, 204, 207, 266, 306, 323, 333, 346, 348, 350, 363, 366, and 463
5. Electives — up to 17 semester hours

COURSE DESCRIPTIONS COMMUNICATIVE DISORDERS

Symbol: SPP

101 Introduction to Communicative Disorders (3) An introductory survey of normal processes and disorders of speech, language, and hearing. Suitable for nonmajors.

106 Anatomy of Speech and Hearing Mechanisms (3) A study of embryology, normal development, neurology, and physiology of anatomical structures of the speech and hearing mechanisms. PREREQ: SPP 101.

163 Seminar I in Communicative Disorders (.5) The seminar is designed to help integrate experiential and theoretical information. The seminar will focus on career/professional awareness, orientation to the department, and individual studies.

166 Seminar II in Communicative Disorders (.5) The seminar is designed to help integrate experiential and theoretical information. The seminar will focus on personal adjustment, assertiveness, and active listening.

203 Speech and Hearing Science (3) This course presents students with the fundamental knowledge of acoustics related to speech production and speech perception. It also provides an opportunity for students to engage in laboratory experiences related to acoustic and psychoacoustic measurement.

204 Speech and Language Development (3) Examination of normal communication development: biological, cognitive, social, and ecological bases of language. Developmental milestones from prelinguistic communication to oral language and literacy. Normal variations in development associated with cultural diversity and bilingualism. PREREQ: ENG/LIN 230, SPP 101.

207 Introduction to Phonetics (3) Introduction to the International Phonetic Alphabet and its use in transcribing normal and disordered speech. Emphasis is placed on broad and narrow transcription skills.

240 Development and Disorders of Language (3) An examination of normal language development and its psycholinguistic, neurological, and social dimensions. Special education considerations for children with language disorders. PREREQ: EDA 104 is required; SPP 101 is recommended.

266 Seminar III in Communicative Disorders (.5) The seminar is designed to help integrate experiential and theoretical information. The seminar will focus on implications of disabilities and on cultural diversity.

306 Articulation and Phonological Disorders (3) The symptomatology, etiology, assessment, and remediation of articulatory and phonological disorders. Includes study of standard and variant sounds of the English language. PREREQ: SPP 101, 106, 203, 204, and 207.

323 Fluency and Voice Disorders (3) The symptomatology, etiology, diagnosis, and treatment of communicative disorders associated with fluency and voice. PREREQ: SPP 106.

333 Language Disorders (3) Clinical management issues associated with developmental and acquired language disorders in children and adults. Linguistic patterns observed in the performance of individuals with various etiological conditions (e.g., mental retardation, autism, hearing loss, neurological impairment, craniofacial anomalies, learning disability). Factors indicating risk for and maintenance of language disorders. Protocols for evaluation and treatment indicated by developmental theories, processing models, and sensitivity to normal variations among culturally diverse populations. PREREQ: SPP 204.

346 Hearing Disorders (3) An introduction to audiology and its relationship to other medical and educational fields concerned with hearing impairments. Developmental, medical, social, physical, and psychological properties of hearing and sound are explored. Evaluative techniques are introduced with opportunity for limited practical experience. PREREQ: SPP 106 and 203.

348 Hearing Disorders Laboratory (1) Laboratory experience to become familiar with most common hearing testing and remediation equipment. Taken concurrently with SPP 346.

350 Clinical Principles in Communicative Disorders (3) A study of evaluative and therapeutic materials and methods applicable to the professional setting. PREREQ: SPP 207, 306, 323, and 333.

363 Seminar IV in Communicative Disorders (.5) The seminar is designed to help integrate experiential and theoretical information, focusing on principles and applications of counseling.

366 Seminar V in Communicative Disorders (.5) The seminar is designed to help integrate experiential and theoretical information, focusing on

professional resources and the legal, ethical, and political responsibilities of the professional.

◆ **410 Independent Study (1-3)** Research, creative projects, reports, and readings in speech pathology and audiology. Application must be made to advisers by students one semester in advance of registration. Open to juniors and seniors only. PREREQ: Approval of department chairperson. Offered on demand.

451 Clinical Practicum in Communicative Disorders (3) Supervised practice in the Speech and Hearing Clinic. Designed to prepare students to evaluate and provide therapy for children and adults who have communication problems. PREREQ: Overall GPA of 2.75 and major GPA of 3.0; permission of the department.

463 Seminar VI in Communicative Disorders (.5) The seminar is designed to help integrate experiential and theoretical information, focusing on employment opportunities and graduate education.

469 Clinical Instrumentation (3) Evaluation, selection, use, and maintenance of electronic aids for the speech and hearing clinician. Emphasis on demonstrations and practical experience. Open to speech pathology and audiology students with senior standing. Also offered as SPP 569 for graduate credit.

◆ **498 Workshop in Communicative Disorders (3)**

◆ This course may be taken again for credit.

Department of Computer Science

404 Anderson Hall
610-436-2204
www.cs.wcupa.edu
James D. Fabrey, *Chairperson*

PROFESSORS: Epstein, Fabrey, Milito
ASSOCIATE PROFESSORS: Ahlborn, Kline, Wyatt, Yang
ASSISTANT PROFESSOR: Edelman
INSTRUCTORS: Perry, Townsend

The Department of Computer Science offers a program leading to the bachelor of science degree. The B.S. in computer science prepares the student for a career in the field of computer science and its applications and/or additional study in computer science at the graduate level. Students gain valuable on-the-job experience through an internship program with local industry or business. Normally, the computer science degree requires attendance during eight academic semesters. It is important the major consult with his/her adviser to ensure that all requirements are being met.

BACHELOR OF SCIENCE – COMPUTER SCIENCE AND INFORMATION SCIENCES

1. General ed. requirements, see pages 36–39 — 48 semester hours
   MAT 151*
2. Core curriculum
   Computer science requirements — 21 semester hours
   CSC 141, 142, 220, 240, 241, 242, 402
   Communication skills requirements — 3 semester hours
   COM 101* or 230* and ENG 368 or 371
   Mathematics requirement — 8 semester hours
   MAT 161, 162
   Cooperative experience (i.e., internship) — 9 semester hours
   CSC 400
3. Additional requirements — 31 semester hours
   In addition to completing the core curriculum (requirements in computer science, communication skills, and mathematics), the student must complete 27 credits consisting of any combination of
   A. approved electives in computer science,
   B. approved electives in business,
   C. approved electives in mathematics, or
   D. courses which have been taken as part of the completion of a minor.

   At least 15 of these credits must be from approved electives in computer science.
   For guidance in the selection of courses to fulfill these additional requirements, see the web page for the Department of Computer Science at www.cs.wcupa.edu.
4. Approved electives
   A. Computer science courses:
      Any CSC major elective course at or above the 300 level
   B. Business courses:
      ACC 201, ACC 202, ECO 340, ECO 348, MGT 200, MIS 300, MIS 451, MKT 200
   C. Mathematics courses:
      Any MAT major elective course at or above the 200 level
5. Special entrance requirements
   Students who enter WCU as freshman computer science majors should meet the following high school criteria:
   - Rank in the top two-fifths of graduating class
   - Pass algebra I, algebra II/trigonometry, geometry, and a senior year math course
   - Earn a math SAT original score of 530 (or recentered score of 550) or better
   - Earn a combined SAT original score of 950 (or recentered score of 1020) or better
6. Advanced Placement credit
   The following guidelines will be used to determine college credit when evaluating Advanced Placement scores in computer science.

Examination	AP Score	Policy
Computer Science A or AB	3, 4, 5	3 credits for CSC 141

7. Transfer and continuation requirements
   Before being admitted to the major, students who seek to transfer to computer science from another college or from another major within WCU must first
   a. have received a grade of C- or better for both CSC 141 and CSC 142,
   b. have received a grade of C- or better in at least two of the following three courses: MAT 151, MAT 161, MAT 162,
   c. a GPA of at least 2.5 over all CSC **major** courses taken, and a GPA of at least 2.0 over all **required** MAT courses taken.

   All computer science majors at WCU must satisfy the same requirements as stated above before being permitted to take any 300 or higher-level computer science major course.
   Exceptions to this transfer and continuation policy can be made on a case-by-case basis by the department chairperson.
8. Graduation requirements
   In order to graduate, a computer science major must earn a grade of C– or better in each course taken to fulfill the core requirements (listed above) and the additional requirements (listed above). Furthermore, a computer science major must earn a 2.5 GPA overall in CSC courses and a 2.0 GPA overall in MAT courses taken to complete the core or additional requirements.
   This policy does not apply to courses that are taken as free electives.

Minor in Computer Science — **19 semester hours**

Baccalaureate students may receive transcript recognition for a minor area of study in computer science by completing the following six required courses:
CSC 141, 142, 240, 241; MAT 151, 161
In addition, at least one 300-level CSC classroom course is strongly recommended. A student must earn a minimum grade of C– in each course and a minimum overall GPA of 2.0 for all courses taken for the minor.

*Required courses that will count towards the general education requirements.

Minor in Web Technology and Applications 18 semester hours
The minor in web technology and applications introduces students to fundamental principles of web design, including the underlying technology and principles of aesthetics and effective communications. All students in the minor must complete three core courses (ART 113, COM 201, CSW 131) and three electives (chosen from ART 111, ART 210, ART 211, ART 212, ART 213, COM 222**, COM 292**, CSW 315, EDM 300, ENG 320, ESS 435**, HIS 390**, HIS 480**, or an approved independent project*). Students must complete their 18 semester hours in the minor with an overall GPA of 2.5 or higher. Only grades of C– or higher will count towards the completion of the minor.

** At least one of these electives must be a designated capstone project course.

COURSE DESCRIPTIONS COMPUTER SCIENCE

Symbol: CSW

101 Introduction to Computers (3) (nonmajors) This course is for nonmajors dealing with what computers are, what they can do, and how they are used. A brief history of computers and the societal implications of computer usage. A brief introduction to the Internet is provided along with hands-on experience using word processing, database, and spreadsheet software.

131 Introduction to Web Design (3) (nonmajors) This course will cover HTML and introductory JavaScript programming to provide students with a basic technology skill set for pursuing other topics in web technology. Use of some simple web authoring and graphics packages, but a focus on the structure and semantics of HTML and JavaScript. One of three core requirement courses for the web technology and applications minor. PREREQ: Familiarity with basic graphical user interface and systems concepts such as files, folders, and use of an editor, and web browsers.

315 Introduction to Web Programming (3) This course will continue the design and methodologies practices that were begun in CSW 131. Beginning with an introduction to project management, the course will look at specific design practices and technology integration. In addition, the course will focus on learning to use a commercial editor and delve into server-sided scripting languages. PREREQ: A fundamental grasp of JavaScript and HTML (key components learned in CSW 131). This can be used as a **capstone** fulfillment. For nonmajors only.

SYMBOL: CSC

110 Fundamentals of Computer Science (3) (nonmajors) Introduction to the fundamentals of computing. Topics include surveys of the following sub-areas of computer science: artificial intelligence, hardware/operating systems, programming languages/software, ethics/social issues, history, electronic communications, problem solving, and programming. The course includes laboratory projects in application software, programming, and electronic communication, as well as a report on one of the first four areas above.

115 Introduction to Computer Programming (3) (nonmajors) The art and science of computing are introduced using a structured programming language, such as Structured BASIC. Topics include looping, branching, arrays, and program development.

141 Computer Science I (3) The art and science of computing and its applications are introduced using an object-oriented programming language, such as C++. Topics include structured programming, algorithmic development, decisions, loops, functions, parameter passing, and classes. PREREQ: Math SAT of 550 or better or a B or better in CSC 115.

142 Computer Science II (3) Techniques of program design, documentation, and implementation are studied using an object-oriented language, such as C++. Topics include classes, multidimensional arrays, records, pointers and dynamic data, pointer arithmetic, internal storage of simple and compound data types, text and binary files, and introduction to recursion. PREREQ: CSC 141.

220 Foundations of Computer Science (3) Topics include regular and context free grammars and languages, computational logic, finite state machines, and parsing. PREREQ: MAT 151 and 161.

231 Introduction to Web Programming (3) This course builds on web design skills developed in CSW 131. Web programming languages/systems will be introduced, and one will be emphasized. The choice of these will be dictated by the latest developments in web technology. A major programming project will be required. A capstone elective in the web technology and applications minor.

240 Computer Science III (3) The object-oriented paradigm is studied using a computer language, such as C++. Topics include class hierarchies and inheritance, function and operator overloading, object-oriented design and implementation, streams, templates, and class libraries. PREREQ: CSC 142, MAT 151.

241 Data Structures (3) Data structures and related algorithms are studied using object-oriented programming, such as C++. Topics include data abstraction, recursion, lists, stacks, queues, linked lists, trees, hashing, searching and sorting algorithms, and the evaluation of algorithm efficiency. PREREQ: CSC 240, MAT 151 and 161.

242 Computer Organization (3) This course teaches introductory topics in computer architecture and hardware design as well as the basics of assembly language. Software is provided to assemble, run, and debug assembly language programs. Additionally, a compiler for a high-level language, such as C++ demonstrates the realistic usage of assembly language. PREREQ: CSC 142, MAT 151.

300 Cooperative Programming (3) The student works for an organization involved in the computer field. The student may do work in various areas of the discipline such as programming, networking, or customer support. PREREQ: Written approval of the internship director and a minimum grade of C– in each of the following courses: CSC 141, 142, 240, and 241 with a 2.50 GPA in CSC; MAT 151 and 161 with a 2.00 GPA in MAT.

317 Visual Programming (3) Techniques for programming in a visual environment are studied. Languages such as Visual BASIC and Java will be covered. PREREQ: CSC 240.

321 Database Management Systems (3) Characteristics of generalized database management systems. Surveys of different database models that are currently used. The design and implementation of a database system. PREREQ: CSC 240 and 241.

331 Operating Systems (3) This course is a general survey of elements of operating systems with in-depth studies of certain features of specific operating systems. Elements of concurrent programming are studied, such as the mutual exclusion problem, semaphores, and monitors. Additionally, the following topics are covered: process scheduling and deadlock avoidance; memory management issues such as paging and segmentation; organization and protection of file systems. PREREQ: CSC 220, 240, 241, and 242.

335 Data Communications and Networking I (3) An overview of the various aspects of modern data and telecommunications. Discussion of the hardware and software facets of the transmission of information in the forms of voice, data, text, and image. Topics include communication protocols, transmission technologies, analog/digital transmission, communications media, public data networks, LANs, and ISDN. PREREQ: CSC 240 and 241.

336 Data Communications and Networking II (3) An in-depth study of various aspects of modern data communication systems. Discussion of serial port communications, network performance and design, and Internet protocols. Topics include PC serial port hardware (RS-232, UART) and software (XMODEM protocol), queuing theory, X.25, frame relay, SMDS, BISDN, ATM, TCP/IP, sockets, and Internet applications. PREREQ: CSC 335.

341 Compiler (3) Covers the basic topics in compiler design including lexical analysis, syntax analysis, error handling, symbol tables, intermediate code generation, and some optimization. Programming assignments will build various pieces of a compiler for a small language. PREREQ: CSC 220, 240, 241, and 242.

345 Programming Language Concepts and Paradigms (3) An examination of the conceptual underpinning of programming languages and of the paradigms into which they fall. Topics will be drawn from those comprising the field of programming language such as abstraction, bindings, concurrency, design, encapsulation, history, representation, storage, and types. Programming projects will focus on languages within the functional, declarative, and object-oriented paradigms – such as Common Lisp, ML, Prolog, CLOS – rather than the familiar imperative paradigm. PREREQ: CSC 220, 240, and 241.

350 Computers in Education (3) (nonmajors) Technical knowledge and skills for successful use of the computer as a supportive tool for education in the elementary and secondary school classes. Includes hands-on experience using word processing, database, spreadsheet, and elementary desktop publishing. Software evaluation techniques are learned using both utility and subject-matter software.

361 Simulation of Discrete Systems (3) Computer simulation using logical and numerical modeling to represent discrete systems. Detailed analysis of the foundation upon which all discrete simulation languages are built. Use of a special language, such as GPSS, to simulate actual systems. PREREQ: CSC 220, 240, 241, and MAT 221.

371 Computer Graphics (3) A mathematical approach to the construction and manipulation of prototypes for graphical display purposes, taking into consideration light source, reflexivity of surfaces, and color palates. Includes an elementary treatment of animation. PREREQ: CSC 220, 240, 241, and MAT 211.

400 Cooperative Specialty (9) The student works in the area of computer science that is his or her

specialty. PREREQ: Written approval of the internship director and a minimum grade of C- in each of the following courses: CSC 141, 142, 240, and 241 with a 2.50 GPA in CSC; MAT 151 and 161 with a 2.00 GPA in MAT.

402 Software Engineering (3) This course explores the technical, ethical, organizational, and social implications of computing. In addition to assigned readings, including software engineering literature, students develop a moderately large software team project. PREREQ: CSC 240 and 241.

417 User Interfaces (3) This course covers designing and creating graphical user interface (GUI) programs. Window tool kit sets are presented in several programming languages to illustrate variation in styles of GUI programming. PREREQ: CSC 240, 241, and 317, or permission of instructor.

481 Artificial Intelligence (3) Artificial Intelligence (AI) is concerned with the replication or simulation on a machine of the complex behaviors associated with intelligence. Topics will be drawn from any of those comprising the field of AI such as agent architectures, automatic truth maintenance, constraint satisfaction, expert systems, fuzzy logic, games, genetic algorithms, knowledge representation, machine learning, neural networks and connectionism, natural language processing, planning, reasoning, robotics, search, theorem proving, and vision. Projects requiring coding will focus on an AI language such as Common Lisp or Prolog. PREREQ: CSC 220 and 241.

490 Independent Project in Computer Science (3) The student designs and implements a software system. Project problems are drawn from local industry and university departments. A computer science faculty member supervises each project. PREREQ: Permission of instructor.

◆ 495 Topics in Computer Science (3) Topic announced at time of offering. PREREQ: Permission of instructor.

499 Independent Study in Computer Science (3) In conjunction with the instructor, the student selects study topics via literature search. PREREQ: Permission of instructor.

◆ This course may be taken again for credit.

Department of Counseling and Educational Psychology

201 Recitation Hall
610-436-2559

Angelo F. Gadaleto, *Chairperson*
Stephanie L. Hinson, *Assistant Chairperson*

PROFESSORS: D. Brown, Gadaleto, Kahn, Parsons

ASSOCIATE PROFESSORS: Broderick, Hinson, Napierkowski, Spradlin

ASSISTANT PROFESSOR: Alessandria, Zhang

INSTRUCTOR: Kenney

The Department of Counseling and Educational Psychology provides courses such as educational psychology, adolescent development, and essentials of the helping relationship. Educational psychology is a required professional care course of the University teacher certification program. Adolescent development and essentials of the helping relationship are popular elective courses.

COURSE DESCRIPTIONS

COUNSELOR EDUCATION

Symbol: EDC

462 Essentials of the Helping Relationship (3) This course surveys the concepts and skills involved in helping others through individual interviewing, problem solving, decision making, and systematic behavior change.

◆ 498 Counselor Education Workshop (3)

499 Peer Helper Workshop (1-3) A workshop that focuses on acquisition of specific knowledge and skills necessary for working in a college setting.

EDUCATIONAL PSYCHOLOGY

Symbol: EDP

249 Adolescent Development (3) This course focuses on the emotional, social, intellectual, moral, physical, and self-concept factors shaping human behavior with emphasis on adolescent behavior.

250 Educational Psychology (3) A study of learning in relation to the physical, social, emotional, and intellectual aspects of personality.

467 Group Dynamics (3) A group process course designed to help students develop their personal effectiveness in group situations.

◆ This course may be taken again for credit.

Department of Criminal Justice

200 Ruby Jones Hall
610-436-2647

Jana Nestlerode, *Chairperson*

PROFESSORS: Brewster, Nestlerode

ASSOCIATE PROFESSOR: O'Neill

ASSISTANT PROFESSORS: Kauffman, McVey, Nealy

West Chester University's Department of Criminal Justice offers a broad-based, interdisciplinary program that combines theory with application. Courses that teach applied knowledge complement a solid core curriculum of theory, philosophy, and analysis. The program is designed to fulfill the needs of four categories of students:

1. Those who desire a carefully planned four-year program of study to prepare for careers in criminal justice;
2. Students from two-year colleges who desire to continue their educations and obtain bachelor's degrees;
3. Criminal justice professionals who seek to increase their professional competencies by strengthening their educational backgrounds;
4. Those who wish to pursue master's degrees or law degrees.

The program provides 1) a core curriculum of required courses to ensure a solid working knowledge of the major systems within the discipline; 2) a variety of elective courses that permits students to tailor their academic careers to their professional goals; 3) a venue for the development of critical analysis and communication skills; and 4) practical experience in a criminal justice setting. These primary programmatic qualities advantageously position the successful undergraduate student for entry-level positions in criminal justice agencies or postgraduate studies.

A primary feature of the program is the summer practicum served at a criminal justice agency. It is designed to give the student the opportunity to apply acquired theoretical knowledge and receive direct professional experience in the field.

Related Student Activities

The Criminal Justice Club (Sigma Tau Omicron) is the local chapter of the American Criminal Justice Association (Lambda Alpha Epsilon). The activities of this organization are open to all students. The Law Society is an organization also open to all students, but may be of particular interest to those students aspiring to law school.

BACHELOR OF SCIENCE—CRIMINAL JUSTICE

1. General ed. requirements, see pages 36–39 — 48 semester hours
2. Required courses — 15 semester hours
   CRJ 110*, 210*, 300*, 387*, and 400*
3. Criminal justice electives — 18 semester hours
4. Summer practicum (required) — 12 semester hours
   CRJ 490*
5. Related areas (minor or electives taken under advisement) — 27 semester hours

Enrollment in CRJ 110 and CRJ 210 is open to all students. However, enrollment in all other criminal justice courses is limited to criminal justice majors, criminal justice minors, and to those students who have received special permission from the department chairperson. Admission to the program is competitive, and enrollment in such restricted courses is no assurance of admission into the major (nor is acceptance into the minor program assurance of future acceptance into the major). Students wishing to change their majors to criminal justice must apply to the department. Evaluation of applications is based on academic performance, writing ability, and other relevant data.

NOTE: This program deviates from the "Anticipated Time for Degree Completion," which is outlined on page 51, since the program requires the completion of requirements that can only be met in the summer. Students must have a GPA of at least 2.3 for admission to the program.

Minor in Criminal Justice — **18 semester hours**

1. Required courses — 15 semester hours
   CRJ 110*, 210*, 300*, 387*, and 400*
2. Criminal justice electives — 3 semester hours

This minor may be taken as one of the minors in the bachelor of arts or bachelor of science in liberal studies general degree program. All students who wish to enter the minor must have a minimum overall 2.00 GPA.

* A minimum grade of C is required in this course.

COURSE DESCRIPTIONS
CRIMINAL JUSTICE

Symbol: CRJ

110 Introduction to the Criminal Justice System (3) This course is designed to describe the criminal justice system from arrest through trial, appeal, sentencing, correction, and parole. The object of this course is to provide the student with a procedural framework of the criminal justice process.

210 Theories of Crime and Delinquency (3) This course is a survey of the historical and contemporary attempts to explain the phenomena of crime and criminal behavior from the perspectives of sociology, psychology, economics, biology, and law. Emphasis will be placed on contemporary theory and the analysis of evidence supportive of various theoretical positions.

215 GIS for Criminal Justice Careers (3) A course in crime mapping and the analysis of maps of crime patterns, police services, locations of criminal incidents, offenders' geographical behaviors, and spatial trends in crime. This course is cross-listed with GEO 215.

220 Corrections (3) The purpose of this course is to provide the student with a survey and analysis of the correctional system and its processes from both a historical and geographical perspective. Emphasis will be placed on relating this survey and analysis to contemporary practice and future trends in the area of corrections.

240 Criminal Investigation (3) Criminal investigation functions of police involving crimes of violence, crimes against property, and organized crime. Police operational techniques and applicable court decisions in the areas of interview, search, seizure, and arrest.

268 Private Security (3) This course will provide an in-depth examination of the various facets and interests of the private sector of security. A review of the history, organization, management, and safety issues pertaining to the private security profession will be addressed. Emphasis is placed on policy and decision making, personnel, and budgeting, as well as an examination of security programming that responds to the private sector.

287 Policing in America (3) This course will offer an examination of the history and evolution of policing in the United States. It will include contemporary issues in policing including administration and management, policing in a democracy, community policing, officer training, use of force and coercion, discretion, and ethical problems and concerns.

300 Criminal Law (3) This course will cover the principles of criminal responsibility, the purposes and limitations of criminal law, and the elements of various criminal offenses. Substantive criminal law will cover the conduct, acts, and omissions that have been designated as crimes. These acts (or omissions) plus the mental state and other essential elements that make up criminal action will be examined. PREREQ: Students must have earned a grade of C or better in CRJ 110, CRJ 210, and WRT 200.

304 Comparative Justice Systems (3) This course will address the historical and philosophical influences upon the American criminal justice system and will explore other systems of criminal justice found in divergent and dissimilar cultures. The focus of interest will be on the problems and issues of defining concepts of "law" and "justice," and the emergence of America's moral and ethical values as reflected in our contemporary criminal justice system.

310 Juvenile Justice Administration (3) A survey of both the formal (police/courts/corrections) and the informal (diversion) means of dealing with the problem of juvenile crime. Emphasis is not on the behavior but on society's response to it. Emphasis also will be placed on the legal rights of juveniles.

312 White-Collar Crime (3) This course provides an analysis of the usually nonviolent criminal conduct described as official corruption, systematic crime, or violations of trust that are characterized by calculation, deceit, and personal enrichment. Course material will include an examination of Internet and other kinds of crime involving information technology.

314 Organized Crime and Terrorism (3) This course provides an examination of organized crime as an American phenomenon and a comparison to its counterparts in Europe and Asia. The historical development of organized crime throughout the world will be studied. Contemporary issues in organized crime will be addressed, including its evolution into various forms of terrorism.

340 Victimless Crimes (3) This course is designed to familiarize the student with the ramifications of vice control. It will cover such topics as prostitution, homosexuality, pornography, gambling, and bookmaking, as well as historical perspectives, statutes and interpretations, a comparison of illegal operations, enforcement techniques, and legalization efforts.

350 Scientific Crime Detection (3) This course will engender an appreciation of what is entailed for an individual to understand current scientific methods of detection in the criminal justice system.

360 Race, Ethnicity, and Criminal Justice (3) This course will explore the relationship between race and criminal justice, including the historical role that race has played in the criminal justice system. The impact of race and ethnicity on discretion, sentencing, and disposition will be examined at both the adult and juvenile levels.

365 Victimology (3) This course introduces the student to the field of victimology. Basic concepts, development, and relevant theoretical and empirical literature will be studied, as well as the policies and practices that have been developed to benefit victims of crime.

370 Gender, Crime, and Justice (3) This course will examine the impact gender has on various aspects of the criminal justice system. The course will offer an exploration of the victimization of women and the culture that supports it. It will also address the unique issues of women as criminals, women as prisoners, and women as workers in the criminal justice system.

380 Computer Crime (3) This course will be an introduction to the various aspects of crime committed with the aid of computers. While the content will not be technical in focus, certain topics will involve discussion of computer systems and protocols, specifically in the area of computer forensics. Students will be introduced to both the collection and analysis of digital evidence. Since computer crime and its investigations are evolving rapidly, the curriculum will change as the semester progresses, and the syllabus may be altered to include current issues or legal cases. Students will complete the course with the basic tools by which to practice computer crime investigation and a knowledge base of current law to keep up with developments in this discipline.

387 Criminal Justice Research (3) This course is designed to provide an overview of research methods used in criminal justice research, including data collection methods, sampling techniques, and basic statistical analyses. The course will provide hands-on application of research methods as well as critical analyses of research studies conducted by others in the field of criminal justice. PREREQ: Students must have earned a grade of C or better in CRJ 110, CRJ 210, and WRT 200.

400 Criminal Procedure (3) This course is an examination of the theory and application of the law and rules of evidence for the criminal justice student. It will develop an understanding of the reasons for the rules of evidence and a grasp of the application of the rules in case investigation and for presentation in court through a study of selected cases, statutes,

and the analysis of hypothetical cases and situations. PREREQ: Students must have earned a grade of C or better in CRJ 300 and CRJ 387.

◆ **410 Independent Studies in Criminal Justice (1-3)** Research projects, reports, and readings in criminal justice. PREREQ: Permission of department chairperson.

430 Interviewing and Counseling the Offender (3) Techniques of interviewing and counseling applicable to law enforcement and corrections officers. Areas of study include the initial interview, interrogation, informant-handling techniques, manipulative behavior of offenders, and exit interviews. Role playing and sociodrama are used.

435 Assessment of the Offender (3) This course will develop students' abilities to describe, recognize, and understand psychometric measures on adult and juvenile offenders. Topics include understanding the selection of psychometric measurements, observing and drawing from life histories, and understanding how violent behavior may be predicted.

440 Violent Crime (3) This course seeks to survey the incidence of violent crime, to analyze the violent criminal, and to study the variety of means that have been developed to control criminal violence.

450 Criminalistics (3) This course is designed to follow CRJ 240 and CRJ 350. It builds on the principles learned in those courses and permits students to apply those principles. The course involves demonstrations of examinations and analyses of physical evidence. Students actively participate in several of those examinations and experiments. Materials will be provided; field trips may be made. Course enrollment is limited.

◆ **455 Topical Seminar in Criminal Justice (3)** Intensive examination of a selected area of study in the field of criminal justice. Topics will be announced at the time of offering. Course may be taken more than once when different topics are presented. PREREQ: Junior or senior CRJ major or with permission of instructor.

460 Evidence and Trial Advocacy (3) This course moves a step beyond basic criminal law and criminal procedure studies and takes the student into the courtroom. The student will learn basic rules of evidence presentation and court procedure and discover how the trial process works by actively participating in it. The student will learn how to distill the issues, and to present concise, well-reasoned arguments supporting a given position. It is in this manner that the student will learn critical analysis and practical presentation. (This course is designed for those students who have completed CRJ 300 and CRJ 400.)

461 Notable Criminal Cases (3) Selected factual accounts of criminality and criminal behavior over the past 75 years are analyzed. Selection is based on notoriety and continued dispute. Course is designed to illuminate, through reading and class analysis, a wide spectrum of criminal conduct and the related investigative and judicial response.

462 Management Problems and Practices (3) This course is intended to aid in the instruction of students who are potential candidates for administrative positions. Its objective is neither to present a new approach to the field nor to support an existing one; rather, it is to provide the student with a well-rounded view of the subject and to lay the groundwork for further study. This is done by bringing together the most appropriate concepts and practices in managing an organization; e.g., purpose defining, planning, decision making, staffing, motivating, communicating, collective bargaining, and controlling.

470 Interpersonal Relations (3) This course is designed to aid a student's self analysis in terms of behavior patterns or changes affecting his or her life. This self knowledge often leads to understanding relationships with others, which can assist students in relating to other persons in their personal, social, and professional lives.

482 Contemporary Legal Issues (3) This course encompasses a brief review of the general principles of law and procedure, followed by an in-depth study of the more controversial legal dilemmas facing today's criminal justice system. The course is designed to shed light on each side of the issue, to enable the student to see beyond the superficial aspects of the conflict, and to understand its more profound nature.

487 Ethical Issues in Criminal Justice (3) This course is designed to identify and examine ethical issues among practitioners and students in the criminal justice field. Such issues may include the discretionary power of arrest, the use of deadly force, the decision to prosecute, participation in plea bargaining, representation of the guilty, and the imposition of punishment. Such a course will promote inquiry that combines ethical analysis with a practical awareness of the realities of the criminal justice system.

490 Practicum (3-12) Full-time 12-week structured work experience at a department-approved criminal justice agency under the joint supervision of the faculty instructor and the agency. The course includes periodic reports, a final paper, and attendance at classes held on campus. Offered primarily in the summer. PREREQ: 84 earned credits, GPA at WCU of at least 2.0, C or better in CRJ 300 and CRJ 387. Note: Any student terminated for cause by the professional agency may not retake the course unless special approval to do so is obtained from the department.

◆ This course may be taken again for credit.

Department of Early Childhood and Special Education

309 Recitation Hall
610-436-2579

Judith S. Finkel, *Chairperson*
Catherine Prudhoe, *Assistant Chairperson*

PROFESSORS: Finkel, Maggitti

ASSOCIATE PROFESSORS: Drake, McGinley, Prudhoe

ASSISTANT PROFESSORS: Bell, McCarthy, Qi, Wandry

The Department of Early Childhood and Special Education stands out in the southeastern Pennsylvania and tri-state region with its extensive early practicum opportunities for its students; its small, professionally diverse faculty; a high rate of employment opportunities; a heightened sense of collegiality and volunteerism among its students; and finally, national (National Council for Accreditation of Teacher Education), regional (Middle States Association of Colleges and Secondary Schools), and state (Pennsylvania Department of Education) accreditation.

The Department of Early Childhood and Special Education offers programs of study leading to a bachelor of science in early childhood education or a bachelor of science in special education. Dual certification is available in early childhood and special education, early childhood and elementary education, or in special education and elementary education. Minor concentrations are available in either area.

The B.S.Ed. in EARLY CHILDHOOD EDUCATION curriculum is designed to provide both the liberal education and special preparation required for careers in public and private school as teachers and directors, as well as supervisory work in early childhood programs in public schools and other venues. Upon satisfactory completion of the program, the student will qualify for a Pennsylvania Instructional I Teaching Certificate valid for six years of teaching in preschool, kindergarten, and grades one through three.

The B.S.Ed. in SPECIAL EDUCATION prepares teachers who can provide diverse student populations with the knowledge, skills, and values considered essential for effective participation in society. It provides relevant and comprehensive education for those who desire to support the educational, emotional, and physical needs of students with disabilities in the public schools of Pennsylvania. Upon satisfactory completion of the program, the student will qualify for a Pennsylvania Instructional I Teacher Certificate, valid for six years of teaching.

BACHELOR OF SCIENCE IN EDUCATION—EARLY CHILDHOOD EDUCATION
(Curriculum NK–3)

1. General ed. requirements, see pages 36–39 — 48 semester hours
   Includes LIT 352, MAT 101, and SOC 240; requirements in art, humanities, social sciences, and sciences; and ECE 311* and a second math course as student electives
2. Professional education — 12 semester hours
   EDF 300, EDM 300*, EDP 250+ and 351*+

* A minimum grade of C is required for these courses.
\+ Courses requiring prerequisites—check catalog course descriptions below.

3. Specialized preparation 60 semester hours
   ECE 100, 225*+, 231*+, 232*, 308*, 321*+, 404*, 405*+, 407*, 410*+, 411*+; EDA 230; EDR 309*, 325*; MAT 349*+; MUE 232

NOTE: MUE 232 may count toward the general education requirements.

BACHELOR OF SCIENCE IN EDUCATION—SPECIAL EDUCATION

1. General ed. requirements, see pages 36–39 48 semester hours
   Student electives selected under advisement (suggested general education student elective MAT 102)
2. Professional education 12 semester hours
   Required: EDF 300, EDM 300, EDP 250 and 351
3. Special education* 48 semester hours
   NOTE: Special education requirements are structured in the following distinct blocks:
   High incidence:
   EDA 302+, 350+, 360+
   Low incidence:
   EDA 320+, 347+
   Introductory and major courses:
   EDA 104, EDA 230 or EDA/EDR 341+, EDA 380+, and EDA 416+/417+
   One program elective from the following:
   EDA 200+, 230, 280, or 341+
4. Required supporting courses 12 semester hours
   EDR 311+, HEA 206, MAT 357+, and SPP 240+

Minor Programs

Students who desire admission to the minor in early childhood or special education must have achieved the minimum cumulative GPA required for their earned credits: 2.65 for students with 27–47 credits, and 2.80 for students with 48 or more credits. Students admitted to either of these minors must maintain the minimum cumulative GPA required of them at admission to the minor in order to continue. Students who fall below the minimum cumulative GPA required are permitted to retake, in accordance with University policy, course work in the minor that contributed to their fall below the required minimum cumulative GPA. Such students will not be permitted to take additional course work in the minor until they achieve the required minimum cumulative GPA.

The minors do not lead to Instructional I teacher certification by the Pennsylvania Department of Education.

Minor in Early Childhood Education 15–18 semester hours

Required courses
ECE 100, ECE 231, ECE 232, and ECE 404, and one of the following: ECE 405 or 407

Minor in Special Education 18 semester hours

Current trends, enforced by recent litigation, have increased the need for a general understanding of the individuals with disabilities in our culture. The program is designed to introduce students to individuals with mild disabilities through course work and field practicums.
Required special education courses are EDA 104, EDA 200, and EDA 302/350/360 (as a block).

Admission to Early Childhood Education and Special Education Degree Programs

For formal admission to early childhood education and special education degree programs, see "Formal Admission to Teacher Education" in the "Teaching Certification Programs" section of this catalog.

REQUIREMENTS FOR TRANSFER TO THE MAJORS IN EARLY CHILDHOOD AND SPECIAL EDUCATION.
Students may apply for "external transfer" (see below) when transferring from another post-secondary institution. Students already admitted to West Chester University as premajors or in another major may apply for "internal transfer."
Students seeking external or internal transfer must have earned a minimum of 12 college-level credits. Students with 12–47 credits must also have a minimum cumulative GPA of 2.65. The required minimum cumulative GPA for students with 48–59 earned credits is 2.80. Students with 60 or more earned credits must have a minimum cumulative GPA of 2.80; have achieved the following passing scores (in parentheses) as established by the Pennsylvania Department of Education on the Praxis I PPST examinations in Reading (172), Writing (173), and Mathematics (173); and completed college-level studies in English composition (three credits), literature taught in English (three credits), and mathematics (six credits).
External or internal transfer to the majors in early childhood and special education does not represent nor confer formal admission to teacher education. (See "Formal Admission to Teacher Education" in the "Teaching Certification Programs" section of this catalog.)
INTERNAL TRANSFER STUDENTS. There is an announced time for internal admission at the beginning of each semester.
EXTERNAL TRANSFER STUDENTS. Transfer credit will be granted for 100- and 200-level courses if the course descriptions are equivalent and in accordance with University policy. All other required courses in the professional education and specialized preparation areas will be evaluated and approved on an individual basis.

Application and Approval for Student Teaching

Students must apply through the department for approval for student teaching in early childhood education or special education. To apply, the student must have completed 90 semester hours. (See "Formal Admission to Teacher Education" in the "Teaching Certification Programs" section of this catalog.) As part of the 90 credits, the student must complete all professional education courses and all specialized preparation courses with the minimum required GPA. (See also student teaching, page 147.)
An application for student teaching must be filed in November prior to the academic year in which student teaching is to be scheduled. Application meetings will be announced at the beginning of the fall semester each year. Students register for student teaching as they would for any other University courses.

Field Placement in Schools

All field placements, including student teaching, are arranged by the department. Students are not to solicit placements. While student needs are considered in assigning placements, no particular placement can be guaranteed. Transportation to and from field placements is the responsibility of the individual student.
West Chester University does not place students at religiously affiliated schools when public school placements are available if that placement results in the students' receiving academic credit (e.g., student teaching). In addition, the University will make every attempt to first place students into public (vs. private) schools for student teaching and related activities. Further, students will not be assigned student teaching or other related duties at nonsectarian private schools or agencies unless they specifically request such placement. Each request will be considered individually to ensure that the private entity does not receive special benefit from the arrangement that outweighs the benefit to the University and its students.

+ Courses requiring prerequisites—check catalog course descriptions below.
* Minimum grade of C is required in these courses

COURSE DESCRIPTIONS
EARLY CHILDHOOD EDUCATION
Symbol: ECE

** **100 Orientation to Early Childhood (3)** An introduction to the history and philosophy of early childhood education. Field observations in a variety of settings provide the student with an opportunity for career decision making.

** **225 Infant Learning Environment and Field Experience (6)** The study of infant/toddler development and appropriate programming. The relationship of the developmental level to the structuring of learning environment is fostered as students interact with infants in child care settings for four hours per week.

** **231 Child Development (2-5 years) (3)** Physical, social, emotional, intellectual, and moral development of the child, 2-5 years of age. Parallels are drawn from this phase of child development to students' self-development.

** **232 Preschool Learning Environment (3-6)** Methods and materials for structuring the classroom environment for the child 2-5 years of age. Readiness skills and concepts in all curricular areas are addressed.

** **308 Social Studies and Sciences in Primary Grades (3)** A consideration of methods of instruction for social studies and science in K–3 grade classrooms.

** **311 Families and Early Childhood Education (3)** This course will address the role of parents of young children within the context of school, home, and society, as well as culture, traditions, and current issues. Students will investigate strategies for fostering home-school partnerships that enhance child development and educational success.

** **321 Middle Childhood and Adolescent Development (5-8 years) (3)** Physical, social, emotional, intellectual, and moral development of the child 5-8 years of age. Parallels are drawn from this phase of child development to students' self-development.

▲*** **325 Teaching Reading and Field Experience (Primary Grades) (6)** The teaching of reading and its mastery is the focus of this course. Students apply knowledge of theories and practices in supervised field placements in schools with children 5-8 years of age. Tutoring of individual children and small groups is integrated with planning and evaluation of lessons and activities as well as remediation. Crosslisted as EDR 325. PREREQ: ECE 310 or EDR 309.

404 Integrated Learning in Kindergarten (3-6) The focus of this course is on curricular content and developmentally appropriate experiences in various kindergarten programs.

*** **405 Administration and Supervision of Early Childhood Programs (3)** Principles of administration and supervision of programs for young children. Includes parent education and community relations. PREREQ: ECE 232.

◗** **407 Diversity Perspectives in Early Childhood Education (3)** This seminar will address the rewards and challenges of teaching in America's diverse classrooms.

** **410 Student Teaching (6)** (First half of semester)

** **411 Student Teaching (6)** (Second half of semester) Two separate student teaching experiences are required: one in nursery or kindergarten and one in grades 1-3. Weekly practicum sessions are required. PREREQ: See "Application and Approval for Student Teaching" earlier in this section.

Symbol: EDR

*** **309 Introduction to the Language Arts (3)** The areas of listening, speaking, and writing are studied in depth. Knowledge, teaching, and evaluative techniques are addressed. Introduction to the reading process and the relationship of language to reading also will be studied.

SPECIAL EDUCATION
Symbol: EDA

104 Introduction to Special Education (6) This course is designed to acquaint the prospective special education teacher with the historical and legal evolution of the field, as well as the characteristics of individuals with high- and low-incidence disabilities with a focus on mental retardation, emotional disturbance, learning disabilities, and physical and other health impairments. In addition, this course is designed to have the prospective teacher observe and reflect upon the characteristics of these students with disabilities within the context of school and clinical settings. The content will focus on issues relative to special education in a diverse society and will rely heavily on reflective teaching and learning.

200 Practicum (3) This course is an integral part of the program for minors. Field experience in an integrated environment consisting of collaborative training with regular and special educators. PREREQ: EDA 104.

▲◗ **230 Inclusive Classrooms (3)** The purpose of this course is to prepare preservice early childhood, elementary, and special education students to teach students with disabilities effectively in general education settings. The course will be co-taught by special education and early childhood education faculty. PREREQ: EDE 200.

250 Inclusive Practices in Music Education (1) Designed to acquaint music educators with the philosophy of inclusive education and provide them with skills to accommodate students with disabilities in music classes (for music educators only).

280 Integrating the Arts (3) Fine art, music, puppetry, and dance are combined as creative processes to be adapted for use with children with disabilities. This course can be used to fulfill general education requirements.

302 Field Experience and Seminar: High-Incidence Disabilities (3) A weekly one-and-a-half-hour seminar and three-hour field placement with individuals with high-incidence disabilities. This course will be taken the same semester as EDA 350 and EDA 360. The goal is to experience inclusive classrooms, with culturally diverse populations, implementing best practices for teaching all children integrating theory and practice. The reading and discussions will focus on special education in a diverse society and will include reflective teaching and the reflective teaching model. PREREQ: EDA 104.

320 Behavior Management (3) This course is an exploration of current practices in behavior management with emphasis on teacher-delivered systems. PREREQ: EDA 104 and formal admission to teacher education. COREQ: EDA 347.

◗ **341 Inclusion and Reading in the Content Area (3)** This course is co-taught by special education and literacy faculty. It will help prepare secondary education and special education majors to teach all students effectively, including those with disabilities in general-education, content-specific settings. Practical guidelines, content literacy strategies, and adaptations will be emphasized to prepare pre-educators to meet the academic social, and affective needs of all students in the inclusive secondary classroom. PREREQ: EDF 300, EDP 250.

347 Low-Incidence Methods and Field (6) This course is designed to prepare students to teach children with low-incidence (severe) disabilities. It provides an understanding of assessment, curriculum, and instructional strategies unique for students with severe disabilities. It includes a three-hour field placement in a school program for students with severe disabilities. Time is devoted in the on-campus classroom for a seminar enabling students to discuss and process their field experiences. PREREQ: EDA 104 and formal admission to teacher education. COREQ: EDA 320.

350 Methods for High-Incidence Disabilities (3) This course is designed to prepare students to assist children with high-incidence disabilities (mild disabilities) achieve skills and appropriate behaviors through their life span age of five through 21. Emphasis is placed on understanding and analysis of learning problems, and the design and implementation of instructional interventions in primary and secondary academics – reading, language arts, mathematics, other content areas, and social skills.

360 Assessment in Special Education (3) This course is designed to introduce students to instructional assessment in special education and the development of relevant education plans to meet federal regulations. PREREQ: EDA 104.

380 Life Transitions With Individuals With Disabilities (3) This course is a study of life-span issues for individuals with disabilities. It stresses curriculum content and instructional strategies that are sensitive to human diversity and promote career development and transition. PREREQ: EDA 102 or 104.

◆ **410 Independent Study (1-3)** Special topics or projects initiated by the student that will enable her or him to do extensive and intensive study in an area of special education. PREREQ: Permission of chairperson.

416 Student Teaching (6) Participation in teaching and all other activities in the student teaching role related to the teacher's work. PREREQ: Formal admission to teacher education and Pennsylvania-mandated GPA, 90 semester hours including all professional education courses, and all specialized preparation courses with standards as shown above (*).

417 Student Teaching (6) See EDA 416 for description and requirements.

** Open to early childhood majors and/or minors only

*** Open to early childhood and/or elementary education majors only

▲ Crosslisted course. Students may not take both courses for credit.

◗ Diverse communities course

◆ This course may be taken again for credit.

Department of Economics and Finance

309A Anderson Hall
610-436-2217
Cynthia Benzing, *Chairperson*

PROFESSORS: Benzing, DeMoss, T. Naggar

ASSOCIATE PROFESSOR: Bove

ASSISTANT PROFESSORS: Andrews, Dunleavy, Schini, Tolin

The primary objective of the Department of Economics and Finance is to provide a learning experience that will permit each student to achieve maximum intellectual development in his or her chosen area of study and to prepare for a satisfying career in that field.

As an aid to the achievement of this purpose, the Department of Economics and Finance strives:

1. To assist students in acquiring a fundamental knowledge and understanding of the framework within which our business and industrial system operates;
2. To acquaint students with the modern techniques used by business and industry that enables them to deal effectively with the changing environment; and
3. To encourage students in developing the ability to analyze situations, to relate and classify pertinent factors, and to derive alternatives for solving problems.

The Department of Economics and Finance coordinates its courses with the departments of Accounting, Management, and Marketing. Majors in the department must consult the departmental handbook and their adviser annually for current requirements.

Two degree programs are offered:

1. The B.S. in ECONOMICS focuses on a business orientation of economic analysis.
2. The B.S. in FINANCE focuses on investment, international finance, and financial markets.

All freshmen and those transfer students who have not completed the required courses will be admitted to the pre-business program.

BACHELOR OF SCIENCE—ECONOMICS

1. General ed. requirements, see pages 36–39 — 48 semester hours
   (includes COM 101 or 208 or 216 or 230, CSC 110 or 115 or 141, MAT 105* or 107* or 110*, PHI 101 or 150 or 180, and nine credits of student electives)
2. Business core — 39 semester hours
   ACC 201*, 202*; BLA 201*; ECO 111*, 112*, 251*, 252*; FIN 325*; MAT 108; MGT 200*, 341*, 499*; and MKT 325*
3. Major concentration courses — 27 semester hours
   ECO 335*, 340*, 348*, 400*, and ECO 409* or FIN 375*; and two electives in economics 300 level or above*, ECO 337* or 338* or PSC 318*, and ENG 368*
4. Business electives — 3 semester hours
   300-level or above courses in ACC, BLA, ECO, FIN, INB, MGT, MIS, MKT; GEO 325, 425; or PSC 318
5. Restricted electives — 3 semester hours
   Three semester hours or any 100-level or above nonbusiness course.

A minimum of 15 credits in 300–400 level ECO courses and a minimum of 30 credits in business courses must be completed at WCU.

Only students accepted into the accounting, economics, finance, management, and marketing majors or minors may register for 300-level business classes.

BACHELOR OF SCIENCE—FINANCE

1. General ed. requirements, see pages 36–39 — 48 semester hours
   (includes COM 101 or 208 or 216 or 230, CSC 110 or 115 or 141, ECO 111*, MAT 105* or 107* or 110*, PHI 101 or 150 or 180, and nine credits of student electives)
2. Business core — 36 semester hours
   ACC 201*, 202*; BLA 201*; ECO 112*, 251*, and 252*; FIN 325*; MAT 108; MGT 200*, 341*, 499*; and MKT 325*
3. Major concentration courses — 24 semester hours
   FIN 326*, 337*, 344*, 372*, 375*; two electives in finance or accounting 300-level or above*; and ENG 368*
4. Business electives — 9 semester hours
   300-level or above courses in ACC, BLA, ECO, INB, MGT, MIS, MKT; GEO 325, 425; or PSC 318
5. Restricted electives — 3 semester hours
   Three semester hours of any 100-level or above nonbusiness course

A minimum of 15 credits in 300–400 level FIN courses and a minimum of 30 credits in business courses must be completed at WCU.

Only students accepted into the accounting, economics, finance, management, and marketing majors or minors may register for 300-level business classes.

Minor in Economics — 27 semester hours

To be admitted into the minor in economics, students must have an overall GPA of 2.5 and have completed the following classes with a C or better: MAT 105 or 107 or 110, and ECO 111, 112, and 251. Once admitted to the minor, students must maintain an overall GPA of 2.5 to continue in the minor.

Course requirements are MAT 108, ECO 340* and 348*, and two economics electives* at the 300 level. Only business majors and students who have been accepted into the minor may register for 300-level economics classes.

Minor in Finance — 30 semester hours

To be admitted into the minor in finance, students must have an overall GPA of 2.5 and have completed the following classes with a C or better: MAT 105 or 107 or 110, and ECO 111, 112, and 251. Once admitted to the minor, students must maintain an overall GPA of 2.5 to continue in the minor.

Course requirements are ACC 201*, MAT 108, and FIN 325*, 344*, and 372*. Only business majors and students who have been accepted into the minor may register for 300-level finance classes.

Prebusiness Status

All prebusiness students (internal and external transfers) may apply for the major or minor after completion of 45 credits with a minimum overall GPA of 2.50. In addition, they must have completed the following courses with a C or better: ACC 201; ECO 111, 112, 251; MAT 105 (or higher); and MGT 200; as well as a passing grade in MAT 108. To progress in the finance or economics major program, students must maintain a 2.50 overall GPA. To graduate, students must have a 2.50 overall GPA and a 2.50 GPA in their major course work (as defined by each program).

*A minimum grade of C must be attained in these courses. Students must maintain a 2.50 overall and major GPA to register for 300- and 400-level business courses and to graduate.

COURSE DESCRIPTIONS
ECONOMICS
Symbol: ECO

101 Principles of Economics—Survey (3) Basic principles underlying production and consumption activities in our modified, capitalistic economic system, from the aggregate as well as individual and sectoral standpoints. Issues include competition, unemployment, inflation, economic growth, and alternative systems.

111 Principles of Economics I (Macro) (3) National income and its measurement. The determination of price levels, output, and employment. Money and credit, expenditures, and economic stability. Government fiscal and monetary policy. PREREQ: Working knowledge of high school mathematics is required.

112 Principles of Economics II (Micro) (3) Principles underlying use and allocation of scarce productive resources. Consumption and production activities. Value, price, and income distribution. Considerations of economic efficiency and welfare. PREREQ: Working knowledge of high school mathematics.

251 Quantitative Business Analysis I (3) Teaches students to analyze data and solve problems using descriptive statistics and probability theory. Discrete and continuous probability distributions, and sampling distributions. Stresses practical business applications of statistical theory as well as obtaining and interpreting descriptive statistics using Excel and Minitab. Use of a spreadsheet program (such as Excel) necessary to manipulate data and formulas. PREREQ: MAT 105 or 107 or 110, and ECO 111 and 112.

252 Quantitative Business Analysis II (3) Teaches students how to develop testable hypotheses and use them to analyze data and answer questions. Covers confidence intervals, analysis of variance, simple regression, multiple regression, and correlation. Stresses practical business variance using Excel and another statistical package and interpret the results. Use of a spreadsheet program (such as Excel) necessary to manipulate data and formulas. PREREQ: MAT 105 or 107 or 110; and ECO 111, 112; and ECO 251 or MAT 121.

334 Labor Economics (3) Application of economic theory to the operation of labor markets and the collective bargaining process. Consideration is given to the development of the labor movement and public policy toward labor and employment. PREREQ: ECO 111 and 112.

335 Money and Banking (3) A survey of money, credit, and prices, emphasizing their effects on economic stability. The Federal Reserve System and its effect on credit control. PREREQ: ECO 111 and 112.

336 Regulation of Competition (3) Background and development of public policies that directly modify the free enterprise economy of the United States. Evaluation of policies that change the nature and extent of competition. PREREQ: ECO 111 and 112.

337 Economic Growth and Development (3) A survey and critical evaluation of alternative theories of capitalist economic development. Analysis and comparison of alternative public policies applicable to underdeveloped countries and regions. PREREQ: ECO 111 and 112.

338 International Economics (3) A descriptive, analytical examination of international trade, finance, and other economic relationships. The effects of public policies on these relationships. PREREQ: ECO 111 and 112.

340 Intermediate Microeconomics (3) A continuation and extension of the price-system analysis in ECO 112. Emphasis on the need for efficiency in the economy's use of scarce productive resources. PREREQ: ECO 111 and 112, and MAT 108.

341 Public Finance (3) Government's influence on stability of national income. Nature of taxes and expenditures at the various levels of government and their effect on the allocation of resources and the distribution of income. PREREQ: ECO 111 and 112.

343 Comparative Economic Systems (3) Basic ideas and economic institutions of socialism, communism, and capitalism in the 20th century. Problems created by the emergence of competing systems. PREREQ: ECO 111 and 112.

 # 344 American Economic Experience (3) This course examines the U.S. economy from the Civil War to the present with emphasis on economic theory and analysis. The sociological ramifications of economic conditions will be examined through the literature of the era. PREREQ: ECO 101 or 111 or 112.

345 History of Economic Thought (3) Origins of economic thought and comparison of the major schools of economic doctrine. Current economic and socio-political factors. PREREQ: ECO 111 and 112.

347 Managerial Economics (3) A course that seeks to develop managerial judgment. The premise is that technical application, to be successful, must proceed from economic feasibility. One plan is weighed against another in terms of comparative costs and revenues, return on investment, plant-replacement problems, obsolescence, and depreciation. PREREQ: ACC 202, ECO 111, 112, and 252.

348 Intermediate Macroeconomics (3) Introduction to the theory of income, employment, and growth. Provides the analytic tools necessary for dealing with aggregate economic problems. PREREQ: ECO 111 and 112, and MAT 108.

350 Urban Economics (3) Economic aspects of such urban problems as poverty, housing, taxation, income distribution, and discrimination. Analysis of economic aspects of various proposed remedies, including urban renewal, family allowances, cooperatives, and others. PREREQ: ECO 111 and 112.

385 Environmental and Resource Economics (3) The role of the environment in an economic system. Topics include energy economics, the economics of renewable and nonrenewable resources, and the economics of pollution. PREREQ: ECO 111 and 112.

400 Research Methods for Business and Economics (3) Provides the skills and tools required in business and economic research. Covers research ethics, hypothesis development, sampling methodology, experimental design, survey methodology, data collection, multivariate analysis, and regression. Research project required. PREREQ: ECO 252, and MAT 108 or 161.

401 Introduction to Econometrics (3) Statistical and mathematical techniques applied to economic situations. Use of empirical data in economic analysis. PREREQ: ECO 111, 112, and 252, and MAT 108.

409 Senior Seminar (3) Students are expected to prepare a research paper that describes and analyzes a current topic in economics. PREREQ: Senior standing, ECO 252, 340, and 348.

410 Independent Studies in Economics (1-3) Special research projects, reports, and readings in economics. Open to seniors only. PREREQ: Permission of instructor.

◆ 411-412 Internship (3 or 6) The internship is open to majors in economics only. It is intended to enhance the student's educational experience by providing substantive, professional work experience. PREREQ: Permission of department chairperson.

FINANCE
Symbol: FIN

200 Personal Finance (3) This course addresses all of the major personal financial planning problems that individuals and families encounter. It presents a model of the major elements of effective money management. All of the latest financial planning tools and techniques are discussed.

325 Corporate Finance (3) Fundamental financial management course introduces students to essential financial concepts, including the analysis of financial statements, time value of money, stock and bond valuation, risk and return, capital budgeting, and cost of capital. PREREQ: ACC 201; ECO 111 and 112; ECO 251 or MAT 121; and MAT 108 or 161.

326 Intermediate Financial Management (3) Emphasizes the theoretical understanding and practical application of concepts introduced in FIN 325. Students perform a financial analysis of one or more companies including current trends in the economy and industry, as well as ratio, DuPont, and operating capital analyses. Use of spreadsheet analysis to value stocks and bonds; determine the cost of capital, NPV, and IRR; and calculate beta. PREREQ: FIN 325, and MAT 108 or 161.

330 Principles of Insurance (3) Designed to give students a sound foundation for personal risk management along with a basic understanding of the insurance industry. Covers insurance pricing, industry regulation, risk management, and contract law; homeowner's, personal auto, life, and health insurance; and retirement products. A paper is required. PREREQ: FIN 325.

332 Real Estate Finance (3) Covers different types of real estate, forms of ownership, real property rights, and land use policies; how to perform a feasibility analysis and value real estate using the income capitalization, sales comparison, and cost approaches; various types of residential mortgages; and how to finance a commercial property purchase. How to lease, buy, sell, and mortgage a property, analyze the market, examine risk factors, and determine the best financing technique. PREREQ: FIN 325.

337 Financial Markets and Institutions (3) Covers a variety of domestic and international financial markets and institutions, including the mutual fund industry, banking institutions, insurance companies, savings institutions, credit unions, and pension funds, as well as their regulation, operation, and management. Reviews macroeconomic principles and money and banking theory. Written and oral presentation of a financial institution required. PREREQ: FIN 325.

344 Investments (3) Covers key concepts in the investment process with an introduction to stocks, bonds, options, and futures. Discusses valuation of financial assets, market efficiency, interest rates, risk management, and asset allocation. Financial analysis required that emphasizes economic and industry forecasts and trends. PREREQ: FIN 325.

350 Investment Analysis and Portfolio Management (3) Emphasizes portfolio construction and importance of diversity and asset allocation rather than security selection. How to set portfolio objectives, develop investment policy, construct a portfolio, and manage it. Importance of using options and futures, periodic review and portfolio revision, benchmarking, and duration analysis. Interview a client, develop an investment

Approved interdisciplinary course.
◆ This course may be taken again for credit.

portfolio based on needs assessment, and present the results. PREREQ: FIN 344.

370 Problems in Financial Management (3) Case problems in corporate financial management. Includes cases on managing current assets, obtaining short-term loans, raising long-term capital, budgeting capital, and handling divided policy. PREREQ: FIN 326.

372 International Finance (3) Introduces global financial markets and financial risk management. Covers foreign exchange markets, money markets, bond markets, and equity markets, of which each market is developed to consider the needs of a multinational corporation, thus providing a meaningful integration of international markets and institutions. PREREQ: FIN 325.

375 Contemporary Issues in Finance (3) Students will think, speak, and write about complex financial and economic issues, including ethics, efficient markets, data analysis and forecasting, globalization, behavioral finance, and portfolio analysis. Thesis, PowerPoint presentation, and portfolio analysis required. Senior finance majors only. PREREQ: FIN 326, 344, and 337.

410 Special Topics in Finance (3) Provides in-depth coverage of a major current topic in finance. The topic will change each semester. Topics to be covered include capital budgeting, valuation, financial derivatives, and financial modeling. PREREQ: FIN 325.

Department of Educational Development

132 Lawrence Center
610-436-3505

Herbert Lee, *Chairperson*

PROFESSORS: Corbett, Dinniman, Egan, Kyper

ASSOCIATE PROFESSORS: Casciato, Giangiulio, Hill, Lee, Patwell

ASSISTANT PROFESSORS: Allen, Grice

INSTRUCTORS: Guy, Norris

The Department of Educational Development is a cadre of University faculty who have specific and specialized administrative and/or teaching assignments at the University. While much of the assigned responsibility is to facilitate students' out-of-class learning and development, regular and nonclassroom teaching are still included. Areas within the Department of Educational Development include pre-major academic advising, career advising, academic administration, tutoring, services for students with disabilities, and other articulated teaching and/or administrative assignments.

Military Science (Army ROTC)

West Chester University students are eligible to participate in the Army Reserve Officers' Training Corps (ROTC) program through a formal cross-enrollment agreement with the Widener University Department of Military Science. Army ROTC offers Univesity students the opportunity to graduate with a college degree and a commission in the United States army, Army National Guard, or United States Army Reserve. **All Army ROTC classes are conducted on the Widener campus.**

The Army ROTC program consists of a basic course taken during the freshman and sophomore years, and an advanced course taken during junior and senior years. Successful completion of the basic course is required before placement in the advanced course. Students who participated in Junior ROTC in high school or who have prior military service may receive placement in the advanced courses, which is determined by the army professor of military science. The basic course requirement also may be satisfied through attendance at a five-week Army ROTC Basic Camp at the end of the sophomore year. Students enrolled in the advanced course receive a stipend of $350 for juniors and $400 for seniors per month. Guaranteed National Guard and Reserve Forces options also are available.

Nursing students who complete the four-year or two-year program, obtain their nursing degree, and pass their Nursing Board Examinations are commissioned into the Army Nurse Corps. Two-year (limited) and three-year Army ROTC scholarships are available on a competitive basis. These scholarships pay 100 percent of the student's tuition up to $10,000 and include payment of certain University fees, a book and school supplies subsidy, and a monthly stipend of $250 for freshmen, $300 for sophomores, $350 for juniors, and $400 for seniors.

Application for two- and three-year Army ROTC scholarships must be submitted early in the spring semester of the freshman or sophomore year (respectively). Applications for attendance at the Army ROTC Basic Camp must be submitted early in the spring semester of the sophomore year.

Military science students also participate in orientation and field training activities as part of the military science curriculum. These activities are explorations of historical, organizational, and functional activities of the U.S. Army, conducted in conjunction with the Army Officer Education Program, and are recognized as a part of the process for preparation of cadets for commissioning.

Activities are conducted off campus through tours, field trips, laboratory sessions, and practical field applications. Practical field application activities include marksmanship, land navigation, small units operations, rappelling, water survival, color guard, drill team, rifle team, organized athletics, and other military skills. Varying degrees of health and body risk are involved in these activities. The government of the United States, the Commonwealth of Pennsylvania, West Chester University, its officers, trustees, employees, agents, or students assume no liability for any injury caused during the above activities.

For further information on scholarship and career opportunities, contact the professor of military science, Widener University, Chester, PA 19013, 610-499-4097.

COURSE DESCRIPTIONS MILITARY SCIENCE

Symbol: MSI

101 Introduction to ROTC I (1) This course is designed to teach self-confidence through team study and activities in basic drill, physical fitness, rappelling, leadership reaction course, first aid, making presentations, and basic marksmanship. Includes fundamental concepts of professional leadership in both classroom and outdoor laboratory environments. One hour and a required leadership lab, plus participation in three, one-hour sessions for physical fitness. Participation in a weekend exercise also is required.

102 Introduction to Leadership (1) Learn/apply principles of effective leading. Reinforce self-confidence through participation in physically and mentally challenging exercises with upper-division ROTC students. Develop communication skills to improve individual performance and group interaction. Relate organizational ethical values to the effectiveness of a leader. One hour and a required leadership lab, plus participation in three, one-hour sessions for physical fitness. Participation in a weekend exercise also is required.

201 Self/Team Development (2) Learn/apply ethics-based leadership skills that develop individual abilities and contribute to effective team building. Develop skills in oral presentations, writing concisely, planning events, coordinating group efforts, advanced first aid, land navigation, and basic military tactics. Learn fundamentals of ROTC's Leadership Development Program. Two hours and a required leadership lab, plus required participation in three, one-hour sessions for physical fitness. Participation in a weekend exercise also is required.

202 Individual/Team Military Tactics (2) Introduction to individual and team aspects of military tactics in small-unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security, and methods of pre-execution checks. Practical exercises with upper-division ROTC students. Learn techniques for training others as an aspect of continued leadership development. Two hours and a required leadership lab, plus required participation in three, one-hour sessions for physical fitness. Participation in a weekend exercise also is required.

301 Leading Small Organizations I (3) Series of practical opportunities to lead small groups, receive personal assessments and encouragement, and lead again in situations of increasing complexity. Uses small-unit defensive tactics and opportunities to plan and conduct training for lower-division students to develop these skills as vehicles to practice leading. Three hours and a required leadership lab, plus required participation in three, one-hour sessions for physical fitness. Participation in one weekend exercise also is required, and one or two more weekend exercises may be offered for participation. PREREQ: Army ROTC advanced course standing or approval of the professor of military science.

302 Leading Small Organizations II (3) Continues methodology of MSI 301. Analyze tasks, prepare written or oral guidance for team members to accomplish tasks, delegate tasks, and supervise. Plan for and adapt to the unexpected in organizations under stress. Examine and apply lessons from leadership case studies as well as the importance of ethical decision making in setting a positive climate that enhances team performance. Three hours and a required leadership lab, plus required participation in three, one-hour sessions for physical fitness. Participation in one weekend exercise and three other one-day exercises is required. PREREQ: MSI 301.

401 Leadership Challenges and Goal Setting (2) Plan, conduct, and evaluate activities of the ROTC cadet organization. Articulate goals and put plans into action to attain them. Assess organizational cohesion and develop strategies to improve it. Develop confidence in skills to lead people and manage resources. Learn/apply various Army policies and programs in this effort. Three hours and a required leadership lab, plus required participation in three, one-hour sessions for physical fitness. Participation in one weekend exercise also is required, and one or two more weekend exercises may be offered for optional participation. PREREQ: MSI 301 and MSI 302.

402 Transition to Lieutenant (2) Continues the methodology from MSI 401. Identify and resolve ethical dilemmas. Refine counseling and motivating techniques. Examine aspects of tradition and law as related to leading as an officer in the Army. Prepare for a future as a successful Army lieutenant. Three hours and a required leadership lab, plus required participation in three, one-hour sessions for physical fitness. Participation in one weekend exercise also is required, and one or two more weekend exercises may be offered for optional participation. PREREQ: MSI 401.

Additional Requirements. Students enrolled in the Army ROTC program are required to complete communications, computer literacy, and military history courses prior to commissioning.

Air Force ROTC

West Chester University students are eligible to participate in the Air Force Reserve Officer Training Corps (AFROTC) through an agreement with Saint Joseph's University. **All aerospace studies courses will be held on the Saint Joseph's campus.** Credits can be transferred to WCU and appear on the official transcript. The AFROTC program enables a college student to earn a commission as an Air Force officer while concurrently satisfying requirements for his or her baccalaureate degree.

The program of aerospace studies at Saint Joseph's University offers two-, three-, and four-year curricula leading to a commission as a second lieutenant in the Air Force. In the four-year curriculum, students take classes as part of the General Military Corps (GMC) during the freshman and sophomore years. Students will also attend a four-week summer training program following the spring semester of the sophomore year. Upon their return, students then progress to the remaining two-year curricula, taking courses corresponding to the Professional Officer Corps (POC) during the junior and senior years. Students who enter as sophomores are part of the three-year curriculum and take the second half of GMC courses. They attend a six-week summer training program. Those who begin the program as juniors enroll in the two-year POC curriculum and attend a six-week summer training program following the spring semester of the junior year. Students are under no contractual obligation to the Air Force until they accept an Air Force scholarship or enter the POC.

The subject matter of the freshman and sophomore years is developed from a historical perspective and focuses on the scope, structure, and history of military power with an emphasis on the development of air power. During the junior and senior years, the curriculum concentrates on the concepts and practices of leadership and management, and the role of national security forces in contemporary American society.

In addition to the academic portion of the curricula, students participate in a two-hour leadership laboratory (LLAB) each week. During this period, the day-to-day skills and working environment of the Air Force are discussed, explained, and simulated. The leadership lab is structured to allow students to practice leadership and management techniques through various methods.

Air Force ROTC offers two-, three-, and four-year scholarships on a competitive basis to qualified applicants. All scholarships cover tuition, application fees, lab fees, and $450–$510 per year for textbooks, as well as provide a $250, $300, $350, or $400 tax-free monthly stipend.

For further information on the program, scholarships, and career opportunities, contact the professor of aerospace studies, AFROTC Det 750, Saint Joseph's University, 5600 City Avenue, Philadelphia, PA 19131-1399, 610-660-3190/3191. Information also is available on the Det 750 web site at http://www.sju.edu/admin/afrotc.

COURSES FOR AFROTC

Symbol: AER, AEL

AER 100 The Foundations of the United States Air Force (1)
AER 200 The Evolution of USAF Aerospace Power (1)
AER 300 Air Force Leadership Studies (3)
AER 400 National Security Affairs (3)
AEL 200 Leadership Laboratory (pass/fail)

Department of Elementary Education

106B Recitation Hall
610-436-2944
Martha Drobnak, *Chairperson*
Lynda Baloche, *Assistant Chairperson*
Frances A. Slostad, *Assistant Chairperson*

PROFESSORS: Baloche, Brown, Drobnak, Radich

ASSOCIATE PROFESSORS: Bollin, Cai, Slostad

ASSISTANT PROFESSORS: DiLucchio, Hoyle, Sanderson, Winterton

INSTRUCTORS: Blackburn, Hanna, Pettus

The Department of Elementary Education offers programs leading to certification by the Commonwealth of Pennsylvania for elementary education teachers (K–6).

The B.S. Ed. in ELEMENTARY EDUCATION curriculum is designed to provide a broad background of general education, an understanding of children, and the knowledge and skills needed to teach all aspects of the elementary school program. Upon satisfactory completion of the approved program, the student will qualify for a Pennsylvania Instructional I Certificate, valid for six years of teaching in kindergarten and grades one through six.

BACHELOR OF SCIENCE IN EDUCATION — ELEMENTARY EDUCATION (Curriculum K–6)

1. General ed. requirements, see pages 36–39 — 48 semester hours
   Includes GEO 101, LIT 395, MAT 101, SCI 101, SCI 102, and American history
2. Professional education — 12 semester hours
   EDF 300, EDM 300, EDP 250, and 351+
3. Specialized preparation — 57 semester hours
   EDE 200, 251+, 332+*, 352+*, 401+*, 406+*, 410+*, and 411+*; EDR/EDE 302+, 311+, 312+*; EDA/EDE/ECE 230+, HEA 301*; MAT 102+ and 351++*; MUE 231; and SCE 310+*
4. Elective area — 3 semester hours

Application and Approval for Student Teaching

Students are eligible to student teach if they have (a) achieved full-admission status to teacher education, (b) met, by having earned final passing grades, all professional preparation requirements (exception: EDE 406 may be taken concurrently with student teaching), (c) earned at least 102 credits prior to the student teaching semester, and (d) maintained the Pennsylvania-mandated GPA of 2.80. (See "Formal Admission to Teacher Education" in the "Teaching Certification Programs" section of this catalog.) Student teaching is typically scheduled for a student's final semester at the University.

Students must file an application through the Department of Elementary Education for student teaching; application for student teaching must be made one semester prior to student teaching through the Teacher Education Center, Francis Harvey Green Library 251. Following application, students register for student teaching (EDE 410 and 411) as they would for other University courses.

Field Placement in Schools

All field placements for EDE courses, including student teaching, are arranged in conjunction with the Department of Elementary Education. Students are not to solicit placements. While student needs are considered in assigning placements, no particular placement can be guaranteed. Transportation to and from field placements is the responsibility of the individual student. Students must have their criminal, child abuse, and TB clearance by the first day of class for EDE 200, EDR 312, and EDE 410/411.

West Chester University does not place students at religiously affiliated schools when public school placements are available and when that placement results in the students' receiving academic credit.

Admission and Progression Requirements in Elementary Education B.S. Ed. Program

Students must meet University admission requirements. All students who enter the University as elementary education majors are designated as *probationary teacher education students* until they achieve formal admission to teacher education. All students seeking a bachelor of science in education in elementary education must formally apply for admission to teacher education. (See "Formal Admission to Teacher Education" in the "Teaching Certification Programs" section of this catalog.)

Only students formally admitted to teacher education will be eligible to take advanced professional education course work. For elementary education majors, the advanced professional course work includes almost all 300- and 400-level EDE courses and EDE/EDR 312 plus HEA 301, MAT 351, and SCE 310. Students formally admitted to teacher education must maintain the required minimum GPA in order to continue taking advanced professional course work. If a student falls below the required minimum GPA, he or she will be permitted to retake – in accordance with University policy – professional course work that contributed to the fall below the minimum GPA but will not be permitted to take additional work until the minimum is met.

REQUIREMENTS FOR TRANSFER TO THE MAJOR IN ELEMENTARY EDUCATION. Students may apply for "external transfer" (see below) when transferring from another post-secondary institution. Students already admitted to West Chester University as premajors or in another major may apply for "internal transfer" (see below).

Students seeking external or internal transfer must have earned a minimum of 27 college-level credits. Students with 27–47 credits must also have a minimum cumulative GPA of 2.65. The required minimum cumulative GPA for students with 48–59 earned credits is 2.80. Students with 60 or more earned credits must have minimum cumulative GPA of 2.80; have achieved the following passing scores (in parentheses) as established by the Pennsylvania Department of Eduation on Praxis I PPST examinations in Reading (172), Writing (173), and Mathematics (173); and completed college-level studies in English composition (three credits), literature taught in English (three credits), and mathematics (six credits). If admission availability is limited, applicants will be ranked by cumulative GPA, and selection will be based on these rankings.

External or internal transfer to the major in elementary education does not confer formal admission to teacher education. (See "Formal Admission to Teacher Education" in the "Teaching Certification Programs" section of this catalog.)

EXTERNAL TRANSFER STUDENTS. Transfer credit for freshman- and sophomore-level courses will be granted in accordance with University policy. Professional and specialized preparation courses will be evaluated and approved on an individual basis. Application for the major is made through the Office of Admissions. (See "Formal Admission to Teacher Education" in the "Teaching Certification Programs" section of this catalog.)

INTERNAL TRANSFER STUDENTS. Application is made directly to the Department of Elementary Education. The department admits internal transfer students twice a year – for two weeks early in the fall term and again for two weeks early in the spring term. Call the department for dates and details. (See "Formal Admission to Teacher Education" in the "Teaching Certification Programs" section of this catalog.)

Minor in Elementary Education — 18 semester hours

Required Courses
EDE 251, 401+, 406+, EDR/EDE 302+, 311+; and one EDE elective approved by the department

\+ Courses requiring prerequisites – check catalog course descriptions below.
++ Prerequisites are MAT 101 and MAT 102 (unless waived by examination).
* Advanced program courses that require formal admission to teacher certification to enroll.

Admission to the Minor in Elementary Education
Students seeking a minor in elementary education must have completed 27 credits and must have the minimum cumulative GPA required for their earned credits: 2.65 for students with 27–47 credits and 2.80 for students with 48 or more credits. Students admitted to the minor must maintain the minimum cumulative GPA required of them at admission to the minor in order to continue. Students who fall below the minimum cumulative GPA required are permitted to retake, in accordance with University policy, course work in the minor that contributed to their fall below the required minimum cumulative GPA. Such students will not be permitted to take additional course work in the minor until they achieve the required minimum cumulative GPA.

COURSE DESCRIPTIONS ELEMENTARY EDUCATION

Symbol: EDE

**** 200 Theory and Field Experiences in Elementary Education (3)** Orientation to the curricula, processes, and structures of elementary education today. Field experiences related to course topics.

◗ ▲ **230 Inclusive Classroom (3)** The purpose of this course is to prepare preservice early childhood, elementary, and special education students to teach students with disabilities effectively in general education settings. The course will be co-taught by special education, early childhood education, and elementary education faculty. PREREQ: EDE 200.

**** 251 Child Development and Behavior (3)** Emotional, social, mental, moral, physical, and self factors shaping human behavior with emphasis on child and early adolescent development. Specific application to classroom settings.

253 Human Development and Behavior (3) Physical, mental, emotional, social, moral, and self factors shaping human behavior throughout the life cycle; specific application to work with individuals and groups in educational settings. PREREQ: PSY 100.

254 Development in the Middle School Child (3) Characteristic development and behavior of children between 10 and 15 years of age; understanding and working with these children in educational settings. PREREQ: EDE 251 and 253 or their equivalent.

▲ **** 302 Teaching the Language Arts (3)** Study of teaching language skills in the elementary school: listening, speaking, and writing. Crosslisted as EDR 302. PREREQ: EDE 251.

▲ **311 Introduction to Reading Instruction (3)** An exploratory course investigating the reading process, language and learning theories, and their relation to reading. Historical scope and various programs of reading are studied and evaluated. Crosslisted as EDR 311. PREREQ: EDE 251.

▲ **** 312 Reading Instruction and Practicum (6)** Focus is on mastery of the teaching of developmental reading, early reading, and prereading experiences. The students learn how to plan, teach, and evaluate reading/thinking skills related to the instruction of reading in the elementary classroom. Students work in the public schools with small and large reading groups teaching various aspects of the reading lesson. Students also learn how to evaluate pupil performance and remediate minor reading problems. Crosslisted as EDR 312. PREREQ: EDE 200 and 311.

▲ **315 Developmental Reading for the Handicapped Child (3)** The focus of this course is the study of the nature of the reading process and its relation to language development, motivation and methodology for developmental reading skills, reading programs and materials, problems in dealing with handicapped children, and practicum in reading instruction. Special education majors only. Crosslisted as EDR 315.

330 Instructional Programs and Strategies (3) Introduction to principles underlying the development of instructional programs in the schools. Strategies include cognitive and skill learning, and modes of teaching.

**** 332 Teaching Social Studies in the Elementary School (3)** Methods of teaching social studies and geography in the elementary curriculum. Techniques, current research projects, reading materials, resource persons, and field trips used as tools of learning. The organization, development, and use of resource units are stressed. PREREQ: EDE 200 and 251.

◗ **** 352 Self and Group Processes in the Diverse Classroom (3)** Study of the classroom as a unique social system and intentional community. Application of interpersonal, social learning, and ecological theory in light of diverse sociocultural contexts. Attention directed at the dynamics of racism, ethnocentrism, sexism, classism, and heterosexism in the classroom. Analysis and practice of group process skills shaping teacher-student and student-student relationships. Enhancement of knowledge and skills essential in facilitating collaborative norms in the classroom learning system. PREREQ: EDE 251.

**** 401 Creativity in the Classroom (3)** Exploration of materials and processes of children's perceptions and behavior, aimed at encouraging the development of their critical and creative potentials. PREREQ: EDE 312.

**** 406 Classroom Management (3)** Detailed investigation of the elementary teacher's role in classroom management. Teacher influence, personality, and class interaction; class roles and expectation; seating plans; discipline; referral; and the teacher's role in evaluating and identifying potential problems in children. PREREQ: EDE 312.

409 Independent Study (1-3) Special topics or projects initiated by the student that will enable her or him to do extensive and intensive study in an area of elementary education. PREREQ: Permission of department chairperson.

**** 410 Student Teaching (6)** (First half of semester)

**** 411 Student Teaching (6)** (Second half of semester) Two separate student teaching experiences are required: one in grades K–3 and one in grades 4–6. Weekly practicum sessions are required. PREREQ: See "Application and Approval for Student Teaching" earlier in this section.

**** 412 Work-Study in the Elementary School (6)** Limited practicum for preservice teachers who have taken EDE 200, 251, 311, 312, and 406. Students work for a full term in one school district under supervision. Six credits may be granted toward student teaching requirements (EDE 411). PREREQ: Permission of department.

◆ **421 Seminar in Elementary Education (3)** An intensive study of some current, major developments in elementary education. Topics announced in advance. PREREQ: Senior standing and permission of instructor.

▲ ****** ◆ **423 Seminar in Communications Skills (3)** Intensive study of some current, major developments in communications skills (language arts) related to elementary education. Topics announced in advance. Crosslisted as EDR 423. PREREQ: Permission of instructor.

▲ **** 458 Language Arts/Reading for the Unique Child (3)** An open-ended course to help students understand and plan instructional programs for the linguistically different, the gifted, and those with special needs. The students will examine various strategies, techniques, management, and viable programs for teaching these children language arts and reading. Crosslisted as EDR 458.

489 Teaching Skills to Combat Sexism (3) This course is offered to create awareness in prospective teachers of the extent and consequences of sex role stereotyping at all levels of educational experience. It will develop specific skills, behaviors, and classroom strategies that can eliminate effects of sexism in classrooms and on students. Teaches how to deal effectively with the emotion-laden issue of combating sex-role stereotypes.

** Open to elementary education majors only
◗ Diverse communities course
▲ Crosslisted course. Students may not take both courses for credit.
◆ This course may be taken again for credit.

Department of English

532 Main Hall
610-436-2822
Cheryl Wanko, *Chairperson*

PROFESSORS: Brooks, Echewa, Fishman, Green, Larsen, Maltby, Molholt, K. Myrsiades, L. Myrsiades, Peich, Ramanathan, Scheffler, Trotman

ASSOCIATE PROFESSORS: Awuyah, Fletcher, Godfrey, Herzog, Jeffrey, Johnson, Lalicker, Micheau, Newcomb, Smith, Teutsch, Tischio, Verderame, Wanko, Ward

ASSISTANT PROFESSORS: Ashley, Bacon, Bauerlein, Buckelew, Comfort, Ervin, Fitts, Hanson, Huff, Kahn, Mader, Northrop, Perry, Pflieger, Pollard, Ray, Shevlin, Sorisio, Yoon

INSTRUCTORS: Nollen, Sauers

The Department of English offers three degree programs: the bachelor of arts in literature, the bachelor of science in education (in cooperation with the College of Education), and the bachelor of arts in comparative literature (in cooperation with the Department of Foreign Languages). Each program is planned in consultation with an adviser.

1. The B.A. in LITERATURE provides a broad background in English and American literature; valuable training in the critical skills of reading, interpretation, and analysis; intensive practice in writing; and an understanding of the workings of language. This extremely versatile degree prepares students for graduate studies and law school, and careers in journalism, radio and television, publishing, public relations, and other professions in which skills in reading, writing, and processing information at a sophisticated level are required.
2. The B.S. in EDUCATION in ENGLISH prepares students to teach in the secondary schools in Pennsylvania under an Instructional I Certificate. These students will in large part satisfy the requirements for a B.A. in literature, deriving extensive benefits from participation in a carefully constructed program that emphasizes literature as a cultural product and students as active learners. Before receiving permission to student teach, students in this program must satisfy the prerequisites for student teaching listed on page 147 as well as specific Department of English requirements.
3. The B.A. in COMPARATIVE LITERATURE provides a curriculum option for students with an interest in international studies by offering a broad background in European and non-Western culture and literature. See comparative literature studies on pages 108–109.

REQUIREMENTS COMMON TO THE B.A./B.S. ED. PROGRAMS

General education requirements, see pages 36–39 48 semester hours

BACHELOR OF ARTS IN LITERATURE

1. Foreign language requirement 0-12 semester hours
2. Departmental preparatory requirement 9 semester hours
   LIT 168, 295, and 296 or 206
3. Departmental intermediate requirements* 18 semester hours
   ENG 230; two American literature courses, one before 1860 (A) and one after (B); two British literature courses, one before 1800 (C) and one after (D); and one departmental elective
4. Departmental advanced requirements 9 semester hours
   Three seminars from a selection focusing on topic, author, or theme (LIT 400)
5. Professional electives or minor 18 semester hours
6. Additional electives (to complete 120 semester hours)

BACHELOR OF SCIENCE IN EDUCATION IN ENGLISH

1. Professional education requirements, 39 semester hours
   see page 139.
2. Departmental preparatory requirements 9 semester hours
   LIT 168, 295, and 296 or 206
3. Departmental intermediate requirements*
   ENG 230 and 331; LIT 398; two American literature courses, one before 1860 (A) and one after (B); two British literature courses, one before 1800 (C) and one after (D); two world literature courses, one before 1700 (E) and one after (F)
4. Departmental advanced requirements 9 semester hours
   Three seminars from a selection focusing on topic, author, or theme (LIT 400)
5. Advanced teaching methods 6 semester hours
   ENG 390, ENG 392

Student Teaching Prerequisites

Formal Admission. Students should apply for formal admission to the teacher education program in approximately their sophomore year. Formal admission allows students to enter advanced methods courses and student teaching, which then lead to teaching certification. Students may not take advanced methods courses or student teach without formal admission. See page 146–147.

Test of Writing Competency

The Department of English requires that students must pass a departmentla requirement, the Test of Writing Competency, to achieve formal admission. This requirement is in addition to the others noted on page 146–147. This test is scheduled once per semester and announced in advance by both the Department of English and the Department of Professional and Secondary Education. Students are urged to take the test as early in their program as possible.

Grades on Required Courses

Anyone attempting to qualify for student teaching *must* pass each of the following courses with a grade of C or higher: CLS 260, 261, 361, 362, or 367; EDF 300; EDM 300; EDP 250 and 351; EDS 306; ENG 230, 331, 390, and 392; LIT 168, 295, 296, and 398; PSY 100; and WRT 120, 200 or 204, 205, 206, 208, or 220.

A student receiving a grade of C- or lower for any of these courses should retake the course immediately, before attempting courses in the English or education sequence. A student having difficulty with several of the courses listed above should recognize that he or she may not be able to meet the competency requirements for student teaching and should consider withdrawing from the B.S. program.

Grade Point Average

Before receiving formal admission, a student must attain an overall GPA of 2.8 or better, including a minimum GPA of 2.75 for all English courses attempted. Students must maintain these GPA requirements to remain formally admitted. Students must also achieve a GPA of 3.0 by the end of their student teaching.

Portfolio

A student in the B.S.Ed. English program must also pass a portfolio requirement. Before student teaching, students submit their portfolio to the Department of English for evaluation. Specific requirements of the portfolio are listed in the *English Majors' Handbook.*

Minor Programs

The Department of English offers the following seven programs. Elective courses are selected in consultation with the student's minor adviser.

African/African-American Literature Minor **18 semester hours**

1. Required courses 6 semester hours
   CLS 351 and LIT 202 or 203
2. Elective courses 12 semester hours
   Any four courses from the following: LIT 202 or 203, 204, 205, 206, 309, or CLS 365, CLS/LIT 400

Literature Minor **18 semester hours**

1. Required courses 6 semester hours
   LIT 200 or 201, and LIT 230 or 231
2. Elective courses 12 semester hours
   One in American literature and one in English literature (in a period other than those covered in requirement 1), and any two other LIT courses

Creative Writing Minor **18 semester hours**

1. Required course 3 semester hours
   CRW 201
2. Elective courses 15 semester hours
   Any five courses selected from the following: CRW 202, 203, 301, 302, 303, 304, 400, 490, and 491

* See the department handbook for group descriptions.

Comparative Literature Minor **18 semester hours**
See pages 108–109.

Film Criticism Minor **18 semester hours**
1. Required course 3 semester hours
   FLM 200
2. Elective courses 15 semester hours
   Any 15 credits selected from the following list with the approval of the adviser:
   CLS 304, 363, 364, 368, 369, 400, and 410;
   COM 217 and 317; EFR 250; EGE 404, 409;
   EGE 405 or EIT 260; FLM 201, 202, 300, 301, and 400; FRE 350; GER 404/EGE 404; GER 405;
   ITA 360; SPA 305/ESP315

This minor is also listed in the section on comparative literature studies.

Journalism Minor **18 semester hours**
1. Required courses 12 semester hours
   JRN 200, 225, 226, and 250
   (Minimum grade of C-)
2. Elective course 3 semester hours
   One of the following: JRN 312, 315, 325, or 355
3. Supervised internship 3 semester hours
   An additional three credit hours are to be earned through a supervised internship (ENG 395) in the communications area or through a practicum (JRN 411) based on one semester's supervised service on the University's student newspaper.

Business and Technical Writing Minor **18 semester hours**
1. Prerequisites
   WRT 200, 204, 205, 206, 208, or 220
2. Required courses 12 semester hours
   ENG 320, 368, 371, and 375
3. Elective course 3 semester hours
   Choice of ART 113, COM 220, COM 230, CSC 141 or higher, ENG 270, JRN 355, MGT 100, MIS 300, MKT 200 (or other elective approved by the program director for the minor)
4. Internship 3 semester hours
   An additional three semester hours are to be earned through a supervised internship in business and technical writing, ENG 395.

Linguistics Minor

The Department of English is one of several departments participating in the linguistics minor. The description of the linguistics minor and its requirements are found in the section describing interdisciplinary programs on page 111.

Internships

A student will be permitted to take an internship under the supervision of the Department of English only if he or she is enrolled in a departmental major or minor program and has met the following requirements:
1. an accumulation of at least 80 semester hours
2. an overall grade point average of at least 2.75
3. an overall grade point average of at least 3.0 in the major or minor program
4. completion of 12 semester hours in courses in the major or minor program (not counting WRT 120, 200, or WRT 200-level courses)
5. a letter of application to the Internship Committee of the Department of English accompanied by a resume and two faculty references

A student will be limited to 15 hours of internship credit. Students who wish to take more than nine hours of internship credit in one semester must obtain approval from the Internship Committee after submitting an application and an academic transcript in the preceding semester. The Internship Committee will determine the number of credits to be earned during an internship by applying a ratio of 40 hours of work for each hour of academic credit. The internship credits for English majors may be applied to the student/adviser-designed program. Only under exceptional circumstances, and entirely at its discretion, will the Internship Committee consider applications from students not meeting the departmental requirements. It is the student's responsibility to demonstrate that he or she has met the academic requirements for an internship.

COURSE DESCRIPTIONS

ENGLISH

Symbol: WRT

120 Effective Writing I (3) An intensive course in writing that emphasizes skill in organization and awareness of styles of writing and levels of usage as ways of expressing and communicating experiences.

200 Critical Writing and Research (3) Continues the expository writing experience offered in Effective Writing I and explores techniques of gathering, evaluating, and selecting materials to be used in writing research papers.

204 Critical Writing: Approaches to Popular Culture (3) The strategies of critical theory and critical writing will be used to examine and explain popular culture. The course will explore multiple media – such as print, television, film, music, and various visual and electronic formats – as representations of humanities, arts, and sciences, about which students will write researched, critical cultural analyses.

205 Critical Writing: Investigating Experience (3) This course emphasizes writing as a means of critically reflecting on and communicating personal experience and representations of the self. It includes instruction in traditional forms of personal writing (such as autobiography), as well as less familiar forms (such as web pages). These critical self-representations will be set within larger historical and cultural contexts through academic research.

206 Critical Writing: The Multidisciplinary Imagination (3) Imagination becomes a vehicle for students to explore a variety of disciplinary and social perspectives on issues of relevance to society. Assignments cover writerly issues, such as genre, style, and language, and related issues, such as the role of imagination, innovations, and discovery in the sciences, arts, social sciences, and humanities, through documented research.

208 Critical Writing: Entering the Public Sphere (3) Publication is a goal for many writers. Reporters, scientists, poets, academics, and others write for publication. This class will require students to write for professional and/or class-produced print forums appropriate for humanities, arts, social sciences, and scientific fields, examining those forums in order to analyze and critique their discourse conventions. The course will provide opportunities for students to submit their work to such forums for publication. The class may also produce its own publication about writing-related news and events that students will learn about by conducting documented research projects.

220 Critical Writing: Special Topics (3) Each section will have a special topic that focuses on current (inter)disciplinary issues of importance in the humanities, arts, social sciences, and/or sciences. In these courses students will investigate, research, critique, and practice rhetorical strategies focusing on each section's topic.

Symbol: ENG

020 Basic Writing (3) A preparatory course of study emphasizing the basic grammatical, logical, and rhetorical skills that produce effective themes. *NOTE: This course is a prerequisite to WRT 120 for students who have been placed in ENG 020. Credits earned in 0-level courses do not count toward the 120 hours of credit needed for graduation.*

030 English for Non-Native Speakers (3) Individualized instruction for the non-native speaker; conversational English, formal written English, reading and listening comprehension, and grammar. (Students should seek placement advice from the ESL program staff before registering.) Also, see note under ENG 020.

130 Effective Writing I for Non-Native Speakers (3) An intensive course in writing for the non-native speaker of English, emphasizing skill in organization and awareness of styles of writing and levels of usage as ways of expressing and communicating experiences. *For non-native speakers of English. ENG 130 is comparable to WRT 120 for international students only. (Students should seek placement advice from the ESL program staff before registering.)*

131 Effective Writing II for Non-Native Speakers (3) Continues the expository writing experience offered to non-native speakers in English 130, and explores techniques of gathering, evaluating, and selecting materials to be used in writing research papers. *For non-native speakers of*

English. ENG 131 is comparable to WRT 121 for international students only. (Students should seek placement advice from the ESL program staff before registering.)

132 Effective Speaking I for Non-Native Speakers (3) After a brief introduction to the differences between writing and speaking, this course focuses on giving directions, explaining concepts, asking questions, giving presentations, and engaging in small talk, interviewing, and extensive pronunciation drills.

134 Idioms in the Context of American Culture (3) Through the use of modern American movies, this course helps students learn the meanings of idioms in context. Students practice using these idioms in drills and exercises.

200 Intermediate Composition (3) A workshop that provides intensive instruction for students who experience difficulty in writing. Not open to freshmen.

 # 215 Views on Literacy (3) The historical and social contexts of English literacy. Emphasis on writing.

230 (Also LIN 230) Introduction to Linguistics (3) Basic concepts of language description, classification, change, reconstruction, dialectology, and sociolinguistics. (Prerequisite for all courses in English.)

270 Publishing (3) A practical examination of the general components of the publishing field with emphasis on book production.

271 Typography (3) This course provides students with experience in production of books, using historical and modern methods of design. PREREQ: ENG 270.

275 Literary Editing and Publishing (3) Experience in publishing the student literary magazine *Daedalus*: editing, proofing, photographic selection and layout, and printing.

304 Essay Workshop (3) Experience in reading and writing essays, with focus on revision, on the use of the public "I," and on appropriate voice. Attention to invention.

320 Writing and Computers (3) Introduction to document design and production, desktop publishing, and issues of technological impact on written communication.

330 English Phonology (3) Phonemics and morphophonemics in English. Writing systems and phonemic-graphemic relationships in English. Historical development of English sounds. PREREQ: ENG 230.

331 Structure of Modern English (3) A detailed analysis of the modern descriptive approach to the study of English grammar and how it compares with the traditional approach. PREREQ: ENG 230.

335 History of the English Language (3) Review of the influences on the development of the English language. PREREQ: ENG 230.

339 History and Dialects of American English (3) Development of the English language in America since colonial settlement. American and British English. Pronunciation, vocabulary, and grammar of the regional and social dialects of American English. PREREQ: ENG 230.

340 Sociolinguistic Aspects of English (3) The study of language in its social context; the ethnography of communication; language and society, social classes, ethnic groups, politics, sex, and education. PREREQ: ENG 230.

345 Women Writing: Autobiography (3) A writing seminar directed toward the reading of women's autobiographies and the writing of personal autobiographical narratives. A writing-emphasis course.

350 Introduction to English as a Second Language (3) Exploration of the scope of the field, types of programs, and general approaches to instruction.

368 Business and Organizational Writing (3) The nature of communication within business and organizations. Theoretical basis and practical application.

371 Technical Writing (3) Instruction in the forms and techniques of written, oral, and visual communication currently practiced in the scientific and technical professions. A series of coordinated assignments leads to a final project in the student's field of professional study.

375 Strategies for Writing in the Workplace (3) Strategy and politics of client-centered and competitive writing that achieves objectives for the professions and organizations.

390 Teaching English in Secondary Schools (3) Review of language arts requirements in secondary schools. Special reference to grade-placement with adoption of materials, appraisal of results, and development of programs of study. PREREQ: ENG 230 and 331; EDM 300; EDS 306; and EDP 351.

392 Writing and Teaching Writing in Secondary English (3) The course will introduce students to major theorists in composition and literacy theory, including Britton, Emgi, Heath, Murray, Moffett, Perl, and Graves. It will provide opportunities to write in all the modes – for all the purposes and audiences – required by most secondary school curricula, and to analyze these writing experiences in terms of sociocultural, cognitive, and other psychological theory and research. PREREQ: ENG 230 and 331; EDM 300; EDS 306; and EDP 351.

◆ 395 Internship (3-12) Intensive practical experience with selected businesses, media, and public agencies. Limited to qualified students who have earned a minimum of 80 credit hours. See page 86 for specific requirements.

397 Writing Tutoring (3) Theory and practice of writing tutoring, especially for those who plan a career in teaching or who are focusing on the remediation or development of language and writing skills.

◆ 410 Independent Study (3)

411-413 Yearbook Practicum I, II, III (1) Practical yearbook production experience in a closely supervised framework. PREREQ: ENG 270 or permission of the instructor.

414 Tutoring Practicum (1) Supervised experience as an undergraduate tutor for any of the English tutoring programs (e.g., Department of English or academic development program [ADP] tutoring, etc.).

◆ 430 Language Seminar (3) Studies in English language and linguistics. PREREQ: ENG 230 and at least junior standing.

◆ 450 Prose Writing Seminar (3) This variable-topic seminar concentrates on problems in advanced writing, focusing on prose analysis and its application to student writing and revision.

LITERATURE

Symbol: LIT

 # 162 Literature of the Apocalypse (3) An interdisciplinary study of ancient religions, apocalyptic writing, and modern interpretations of that writing. An investigation of the political, economic, moral, and artistic ramifications of the nuclear arms race on modern society.

165 Introduction to Literature (3) A course designed to develop awareness of literature as being central to all the arts, to increase levels of literacy and critical faculties, and to broaden understanding of the human condition.

168 Conventions of Reading (3) An introduction to the study of textual genres—fiction, drama, poetry, essay, autobiography, and film—and to methodologies of reading. Various cognitive and cultural influences on the reading process will be analyzed.

200 American Literature I (3) Survey of representative American writers from Colonial times to 1860, including Bradstreet, Taylor, Franklin, Poe, Thoreau, Hawthorne, and Melville. (A)*

201 American Literature II (3) A survey of representative American writers from 1860 to the present, including Whitman, Twain, James, Crane, Eliot, Frost, Hemingway, and Faulkner. (B)*

202 African-American Literature I (3) Survey of African-American authors from the antebellum era through the first quarter of the 20th century. (A)*

203 African-American Literature II (3) Continuation of LIT 202. Second quarter of the 20th century to the present. (B)*

204 Black Women Writers of America (3) Survey of black women writers of America. Examines themes and influences on American and African-American literary contexts. (B)*

205 Harlem Renaissance (3) This course examines the historical and cultural movement of the 1920's known as the Harlem Renaissance.

206 African-American Literature and Literary Theory (3) This course will examine the relationship between Afro-American literature and the theories serving to explain it.

207 Life and Times of Frederick Douglass (3) This course examines the courageous life and times of an American reformer and his influence on slavery, abolitionism, suffrage, and temperance movements in the development of America.

230 English Literature I (3) A survey of English literature from Anglo-Saxon writing through the 18th century. (C)*

231 English Literature II (3) A survey of English literature of the 19th and 20th centuries. (D)*

250 Victorian Attitudes (3) A study of 19th-century attitudes toward social changes as expressed in art, architecture, literature, and nonfiction prose.

265 Literature and Psychology (3) Examines various literary works and characters as case studies illustrating such psychological conditions as depression, anxiety, bipolar disorder, schizophrenia, child abuse, sexual abuse, drug and alcohol dependence, and personality disorders.

269 The Literature of Roguery (3) A historical study of the rogue in fiction with emphasis on the satiric view of society. Among writers studied are Defoe, Thackeray, Donleavey, and Kerouac.

271 Drama Since 1970 (3) A selective survey of American and British drama since 1970. The playwrights studied will be drawn from a wide and expanding group, including Sam Shepard, David Rabe, Lanford Wilson, Tom Stoppard, Peter Shaffer, Caryl Churchill, and others.

272 New Fiction (3) Fiction published in the last 10 years.

274 Feminist Poetry (3) A study of poetry espousing the feminist cause and exploring the feminist response. Techniques and attitudes of

Approved interdisciplinary course
◆ This course may be taken again for credit.
* See the department handbook for group descriptions.

such poets as Plath, Sexton, Rich, Morgan, Wakoski, and Kumin.

295 Historical Contexts (3) A study of a representative number of literary texts and the ways they interact historically, socially, intellectually, and politically with their own cultures as well as with the culture of the 20th-century reader. Literary and nonliterary texts will be studied as indicators of cultural and discursive shifts from one historical moment to another.

296 Theory, Meaning, Value (3) An introduction to the different theoretical positions that condition the ways in which we read a text and assign meaning to it.

297 Themes in Contemporary Literature (3) Literary topic or theme in contemporary American, English, or world literature to be announced each time the course is offered.

300 Colonial and Revolutionary American Literature (3) Writers of Colonial and Revolutionary America. (A)*

302 Development of the American Novel (3) Beginnings of the American novel to Frank Norris. (A)*

◗ **303 Introduction to Multiethnic American Literature (3)** American ethnic, racial, and national groups in American literature and the contributions of creative literary artists representing these cultures. (B)*

304 American Jewish Novel (3) A study of major American Jewish novelists: Cahan, Singer, Roth, Potok, Bellow, Malamud, Wallant, and Wiesel. No knowledge of Yiddish or Hebrew necessary. (B)*

305 Modern American Drama (3) American drama from the early 1900's to the present, with emphasis on the development of the American theater as seen in such major dramatists as O'Neill, Odets, Wilder, Miller, Williams, and Albee. (B)*

306 Modern American Novel (3) The novel in America from Dreiser to the present. (B)*

307 Modern American Poetry (3) Major 20th-century American poets. (B)*

308 The Sin of Success (3) An investigation of the rise of democratic capitalism in America from Biblical influences in colonial times to the beginnings of the merchant class and the fall of modern "big business." A study of the entrepreneur and the "robber baron," the success ethic, and morality in the large corporation through history, economics, and literature.

 # 309 Martin Luther King (3) Examines and analyzes the writings of Dr. King and their relationship to the themes he pursued and the leadership role he achieved.

328 Old English Language and Literature (3) An introductory study of the language (450-1150 A.D.) through a reading of religious and secular poetry and prose. (C)*

 # 329 Medieval Women's Culture (3) This is an interdisciplinary study of writings by medieval women and their contribution to the development of medieval culture. (C)*

330 Middle English Language and Literature (3) An introductory study of the language (1150-1450 A.D.) through a reading of selected literary texts. (C)*

331 Chaucer (3) An interpretation of *Canterbury Tales* and *Troilus and Criseyde*. (C)*

332 English Drama to 1642 (3) English drama from the early liturgical tropes to 1642, exclusive of Shakespeare. (C)*

334 Milton (3) A survey of his major poetry and prose.

335 Shakespeare I (3) Reading, analysis, and discussion of selected histories and tragedies. Discussion of critical approaches to the plays and of the historical and intellectual climate of the times. (C)*

336 Shakespeare II (3) Reading, analysis, and discussion of selected comedies and nondramatic poems. Discussion of critical approaches to the works and of the historical and intellectual climate of the times. Either LIT 335 or 336 may be taken first. (C)*

337 Literature of the Enlightenment (3) A critical consideration of the 18th-century writers, exclusive of the dramatists. (C)*

338 Restoration and 18th-Century Drama (3) The drama from the reopening of the theaters in 1660 to 1800. (C)*

339 18th-Century British Novel (3) The British novel from Defoe to Austen. (C)*

340 The Romantic Movement (3) Wordsworth, Coleridge, Byron, Shelley, Keats, and their contemporaries in the light of social background and critical doctrine. (D)*

341 19th-Century British Novel (3) The British novel from Austen to Hardy. (D)*

342 Victorian Literature (3) Victorian thought and culture in poetry and nonfiction prose. (D)*

343 Modern British Drama (3) British drama from Wilde to the present, with emphasis on the rebirth of the British drama and its major writers. (D)*

344 Modern British Novel (3) The novel in England from Conrad to the present. (D)*

345 Modern British Poetry (3) Major British poets from 1890 to the present. (D)*

352 Literature for Young Children (3) A critical study of the literature for young children for prospective specialists in early childhood.

364 Modern Irish Literature (3) Major literary writers of Ireland from 1840 to the present: George Moore, Synge, Yeats, Joyce, Shaw, O'Casey, Beckett, Boland, and Seamus Heaney. (D)*

365 Short Fiction (3) Analysis and intepretation of short fiction.

366 Criticism (3) A study of the theories of classical antiquity, England, and the United States, with emphasis on the relevance of these theories to English and American literature of the moment.

 # 370 Urbanism and Modern Imagination (3) Covers a variety of responses of contemporary writers, artists, and planners to the rise of the modern city.

395 Children's Literature (3) A critical study of literature for children, setting standards for evaluation and appreciation.

398 Young Adult Literature (3) A critical study of literature, including nonprint media, for young adults, focusing on helping prospective teachers develop familiarity with young adult literature and how it may be used in the middle school and high school classroom, stressing gender roles and multicultural issues. PREREQ: LIT 168, 295, and 296.

◆ **400 Literature Seminar (3)** Required for English majors in the junior or senior year. Topics offered periodically: Beckett/Joyce, Byron, Dickens, Donne, Fitzgerald, Greek Comedy, Greek Tragedy, Hawthorne, Homer, Resistance Poetry, Shakespeare's Major Tragedies, and Thomas Hardy.

434 Early Modern Poetry and Prose (3) Poetry and prose of the 16th and early 17th centuries. (C)*

The English department accepts certain humanities courses as major electives. Consult the *English Majors' Handbook* for a list of approved humanities courses.

JOURNALISM

Symbol: JRN

200 Communications Media (3) An introduction to the media of communications, emphasizing the development and characteristics of print and electronic media forms and their impact on American society.

225 Newswriting (3) A course designed to develop proficiency in the writing of news stories for daily and weekly newspapers. News values, the structure and style of news, and the preparation of copy in accordance with professional standards will be stressed.

226 News Reporting (3) Instruction and practice in basic news reporting techniques coupled with an introduction to newspaper feature writing. Outside assignments will include coverage of speeches, local government meetings, and the courts. PREREQ: JRN 225 or equivalent.

250 News Editing (3) A course designed to acquaint students with the skills involved in the preparation of copy for publication in newspapers and magazines. Instruction and practice in the mechanics of copy editing, headline writing, layout, and photo editing. PREREQ: JRN 225 or equivalent.

272 Feature Writing (3) Practical instruction in the skills for successful feature writing for print and electronic media, with an emphasis on techniques used in personality profiles, critical reviews, column writing, and op-ed pieces.

312 Sports Reporting and Writing (3) Instruction and practice in basic sports reporting techniques, including live-event coverage and feature writing, as well as an introduction to routine duties associated with working on the sports desk. PREREQ: JRN 225 or equivalent.

315 Magazine Article Writing (3) Practical instruction in the skills required for successful freelance magazine writing with emphasis on research, interviewing, writing techniques, and marketing. Students will write and submit for publication short features and a full-length magazine article. PREREQ: JRN 225 or equivalent.

325 History of Journalism (3) A historical survey of the American press from Colonial times to the present, with special emphasis on the continuing struggle for press freedom and the new journalistic environment created by the emergence of mass media.

335 Ethical Issues in Mass Media (3) A course designed to investigate how mass media shape the public's perceptions of political, economic, and social power structures and how it shapes moral standards. Emphasis will be placed on freedom of speech issues and professional ethics of journalists.

355 Public Relations Principles (3) An introduction to the role of the public relations practitioner in the formation of public opinion. Communications theory will be combined with specific techniques for working with the press, producing printed material, and conducting special events. PREREQ: JRN 225 or equivalent.

411 Journalism Practicum (3) One semester of supervised experience as an editor or reporter on the University's student newspaper. See journalism

* See the department handbook for group descriptions.
◗ Diverse communities course
Approved interdisciplinary course
◆ This course may be taken again for credit.

coordinator for specific requirements. PREREQ: JRN 225 *and* either JRN 226 or JRN 250.

CREATIVE WRITING
Symbol: CRW

201 Introduction to Creative Writing (3) Introduction to the craft of writing poetry and fiction. Basic discussion of terms, strategies, and professional models in each genre. Practice in writing and critiquing each genre.

202-203 Creative Writing I-II (3) (3) Writing experience in the crafts of fiction, poetry, nonfiction, and drama.

◆ **301-302 Poetry Workshop I-II (3) (3)** The theory and practice of poetry and the exploration of verse forms. Practice in critical and interpretative analysis of poems written by fellow students and professional poets.

◆ **303-304 Short Story Workshop I-II (3) (3)** Crafting the modern short story with reference to American and British models. The significance of setting, atmosphere, characterization, and theme. Discussion and some exploration of experimental ideas in the genre.

305 Essay Workshop (3) Practice in writing the essay. Conventions and techniques of this literary form – creative nonfiction – as it appears in commercial and quality magazines.

313 Playwriting Workshop (3) Writing the play: possibilities and limitations of the stage. Attention to sets and costuming where relevant. Characterization by action and dialogue. Problems of establishing motivation. The play's totality in theme, character, and action. Informal readings of student work.

◆ **400 Writing Seminar (3)** Special topics, such as fantasy, science fiction, longer prose works, or the antistory. To be announced.

490-491 Writing Seminar in the Novel I-II (3) (3) A course in the writing and preparing of book-length manuscripts (novel, novella, and the "nonfictional" novel) with the intention of submission for publication. Also includes coverage of fictional aspects and techniques used in writing memoirs, biography, and current history.

FILM THEORY AND CRITICISM
Symbol: FLM

200 Introduction to Film (3) A survey of the principal elements of film including photography, editing, sound, acting, and narrative.

201 American Film (3) The function of cinema in contemporary society as a socio-cultural, economic and political object, as seen through critical analysis of American films.

202 American Themes (3) An introduction to contemporary critical and theoretical principles for interpreting American films which concentrates on a single theme.

300 Private Screening (1) Eight to 12 narrative film classics per semester on a specific topic or theme.

301 Documentary Film (3) Understanding and enjoying the social, philosophic, economic, and political aspects of documentary film.

◆ **400 Film Seminar (3)** A seminar which offers students practice in applying contemporary critical and theoretical principles to films in an advanced context. PREREQ: FLM 200 or permission of the instructor.

COMPARATIVE LITERATURE STUDIES

See course listings under comparative literature studies, pages 108–109. This listing includes courses that meet (E) and (F) requirements for B.S.Ed. students

◆ This course may be taken again for credit.

Department of Foreign Languages

109 Main Hall
610-436-2700

Jerome M. Williams, *Chairperson*
Frederick Patton and Anne-Marie Moscatelli, *Assistant Chairpersons*

PROFESSORS: Braidotti, Esplugas, Patton, Pauly, Schlau, Williams

ASSOCIATE PROFESSORS: Escorcia, Garcia-Barrio, Gougher, Landwehr, Moscatelli, Sage, Speh, Van Liew, Varricchio

ASSISTANT PROFESSORS: Garofalo, Grove

INSTRUCTOR: Rosso

Programs Offered

BACHELOR OF ARTS: French, German, Latin, Russian, and Spanish

BACHELOR OF ARTS WITH ELECTIVE CERTIFICATION: French, German, Latin, Russian, and Spanish

The Instructional I Certificate in a foreign language qualifies the holder to teach his or her major language in the public schools (kindergarten through 12th grade) of Pennsylvania.

Minors: French, German, Italian, Latin, Russian, and Spanish

REQUIREMENTS COMMON TO THE B.A. PROGRAMS

1. General ed. requirements, see pages 36–39 — 48 semester hours
2. Major language courses — 30 semester hours
   FRENCH — FRE 102*, 201-202, 301, 302, 303, and 304. Additional courses to complete the 30 credits, taken under advisement.
   GERMAN — GER 101-102, 201-202, 221, 303 and/or 304, 307 and/or 308. GER 221 and GER 405 and additional courses to complete the 30 credits, taken under advisement.
   LATIN — LAT 101-102, 201, 202, 303, and 406. Additional Latin and Classical language courses to complete the 30 credits, taken under advisement.
   RUSSIAN — RUS 101-102 or 103, 201-202 or 203, 301-302, 303, 304, 305, 306, and 407-408. Additional courses to complete the 30 credits, taken under advisement.
   SPANISH — SPA 201-202* or 205, 301-302, 315, 320 or 321, 330-331, 365, and any one 400-level course. Additional courses to complete the 30 credits, taken under advisement.
3. Second language — 3–12 semester hours
   Demonstration of proficiency in a second language through the intermediate II level
4. Two cognate courses — 6 semester hours
   A. LIN 230 or ENG 230 or LAN 327 (3)
   B. LAT 101 (3) or history or political science or geography, or any other approved course (see student handbook)
5. Electives — to complete 120 semester hours

The number of hours available depends on the student's level of second language proficiency. They may choose to apply some of these to additional advanced courses in their major area or to continue second or third language study.

REQUIREMENTS COMMON TO THE ELECTIVE CERTIFICATION PROGRAMS (formerly B.S.Ed.)

1. General ed. requirements, see pages 36–39 — 48 semester hours
   ANT 102 and PSY 100 are required and will count toward the general education requirements.
2. Foreign language concentration — 30 semester hours
   FRENCH — FRE 102*, 201-202, 301, 302, 303, and 304. Additional French courses to complete the 30 credits.

*For French and Spanish majors, FRE 101 and SPA 101 and 102 may only fulfill general education requirements, student electives, and/or overall graduation credits. These courses will not fulfill their respective major requirements.

GERMAN — GER 101-102, 201-202, 303-304, 305-306, and 307-308. Additional German courses to complete the 30 credits.
LATIN — LAT 101-102, 201, 202, 301, 303, and 406. Additional Latin and Classical language courses to complete the 30 credits.
RUSSIAN — RUS 101-102 or 103, 201-202 or 203, 301-302, 303-304, 305-306, and 407-408.
SPANISH — SPA 201-202* or 205, 301-302, 315, 320 or 321, 330-331, and 365. One 400-level Spanish course to complete the 30 credits.

3. Pennsylvania certification in foreign languages K–12 (See page 139.) 33 semester hours
Student must complete professional education sequence of EDF 300, EDM 300, EDP 250, EDP 351, PSY 382 or EDP 249, EDS 306, EDS 411, EDS 412, and LAN 401. Students must pass the Praxis PPST exams (reading, math, and writing) before formal admission to certification and student teaching. Students must take an additional three credits of any mathematics course, and an English literature course.
4. Electives to complete 120 hours at the 300 and 400 level.
The student is advised to use electives in areas that will contribute to his or her profession.

Minor in Language **18 semester hours**

Minors are available in French, German, Italian, Latin, Spanish, and Russian.

A. The minor concentration begins with the language sequence of 101-102 (or 103), 201-202 (or 205), unless the student tests at a higher level through the on-line placement exam. Students placing out of beginning courses must still complete 18 hours.
B. A minimum grade of B is required in both 101 and 102 in order to pursue the minor.
C. Beyond the 202 sequence, courses at the 300 and 400 levels in the same language must be taken under advisement. Courses in English are not acceptable.

ADDITIONAL LANGUAGES

Greek and Hebrew — Classical and New Testament

Elementary Greek I-II (GRE 101-102), Intermediate Greek I-II (GRE 101-102), Greek Reading I-II (GRE 301-302). Elementary Hebrew I-II (HBW 101-102), and Intermediate Hebrew (HBW 201-202). Part of Classical language program.

Portuguese

Elementary Portuguese I-II (POR 101-102) and Intermediate Portuguese I-II (POR 201-202).

ADDITIONAL OFFERINGS— CONVERSATIONAL LANGUAGE COURSES

Selected critical or uncommonly taught languages such as Chinese, Japanese, Modern Greek, Modern Hebrew, Polish, Portuguese, and Serbo-Croatian, on a conversational basis only. No major or minor field is available in Greek or Hebrew.

The Junior Year Abroad Program

Courses in French are offered at the Université Paul Valéry in Montpellier, France, through Junior Year Abroad Program sponsored by the Office of International Studies of West Chester University. The program is designed to give persons interested in France a first-hand acquaintance with French life and enable them to achieve an active command of the language.
The program is open to any student enrolled at West Chester University who has completed the equivalent of two years of college French and is able to follow lectures in French. Students enrolled in the program may receive up to 30 credits for a full two semesters of the year abroad program of study. Courses are conducted entirely in French by French professors.
Study abroad programs are also available in Germany, Italy, Russia, and in most Spanish-speaking countries (including summer study in Guadalajara, Mexico and Seville, Spain).

Foreign Language Testing and Placement

The Department of Foreign Languages provides on-line placement testing service for students entering the University. Based on the results of the tests given and an analysis of past experience, the Department of Foreign Languages will suggest the level of language a student should enter. The placement test does not confer academic credit; it is taken for the express purpose of indicating the level at which a student should begin his or her study in the foreign language. Students do not receive University credit for any language course they place out of on the placement test. Credit may be obtained by taking the CLEP or Credit by Exam tests for such a course BEFORE enrolling in a higher level course. Minors and majors in a language must still complete the courses required by the department.

*For French and Spanish majors, FRE 101 and SPA 101 and 102 may only fulfill general education requirements, student electives, and/or overall graduation credits. These courses will not fulfill their respective major requirements.

COURSE DESCRIPTIONS

FRENCH

Symbol: FRE

101-102 Elementary French I-II (3) (3) Fundamentals of French grammar, syntax, and pronunciation at the novice and low intermediate levels, with emphasis on acquiring skills in reading and listening, speaking and writing. Language laboratory work is required. Taught in French.

201-202 Intermediate French I-II (3) (3) Development of intermediate level skills in the language, using dialogues, compositions, samples of language structure, readings, and other cultural source materials, including film, the media, and the Internet. Language laboratory work is required. Taught in French. PREREQ: FRE 102 or placement.

301 Advanced Grammar and Stylistics (3) The more complex grammatical and syntactical structures of the language, with particular attention to stylistics. Practice in writing compositions on a more sophisticated and advanced level with emphasis on correct usage. PREREQ: FRE 202 or placement.

302 Phonetics and Advanced Oral French (3) Intensive practice in spoken French to develop skills in pronunciation and in listening comprehension. Introduction to French phonetics. PREREQ: FRE 202 or placement.

303 French Civilization (3) (In French) A survey of the social, political, economic, and educational structures of France, along with an introduction to the artistic contributions of the French, particularly in the 20th century. PREREQ: FRE 202 or placement.

304 Readings in French Literature (3) The reading and analysis of representative selections of French prose (fiction and nonfiction), poetry, essays, and plays. PREREQ: FRE 202 or placement.

311 French for Oral Proficiency (3) Total immersion course intended for students with a functional knowledge of French. Emphasis on oral and aural communication using real-life situations to develop fluency. PREREQ: FRE 202 or placement.

350 French Cinema (3) A study of French films as they reflect culture, language, and ideology, as well as film as art. PREREQ: FRE 202 or placement.

401 Commercial French (3) A study of the French economic and business systems, and extensive practice in using forms and expressions frequently used in French business correspondence.

409 Women and Men in French Literature (3) (In English) Works by women and men novelists, poets, or dramatists that present striking images of love and conflict between the sexes. Also a women's studies course.

410 French Theater to 1900: In Context (3) A study of the French theater from its beginnings to the 19th century in the contexts of their times. Reading and analysis of representative plays from the various periods.

411 Modern French Literature in Context (3) A study of the evolution of modern literary genres, beginning with the revolt of the generation of 1900, through Dada and Surrealism and the writers of the absurd to the present.

412 Narrative Prose (3) An examination of the evolution of French prose in the nouvelle, the conte, the récit and the novel from their earliest beginnings to the present.

413 French Poetry (3) A history of French poetry and a study of its versification. Practice in the recitation of French poems and close textual analysis, and discussion of selected works.

◆ 420-421-422 Topics in French Literature (3) (3) (3) Each topics course provides an in-depth study of a significant aspect of French culture, art, or literature, its history and influences, and/or its principal exponents, creative artists, and advocates. Topics will be announced annually by the French faculty.

Offerings in English (EFR): Interdisciplinary and Culture-Cluster Courses

■ # EFR 320 French Civilization (3) (In English) A study of France's political and educational systems and economic and religious institutions with emphasis on contemporary aspects.

■ EFR 330 Francophone Civilization (3) A multidisciplinary approach to the cultures and civilizations of Francophone countries in West Africa and the Caribbean, including historical and geographical factors, religious and sociological structures, and literary and artistic productions. Taught in English.

■ EFR 350 French Civilization on Film (3) (In English) A study of French history and culture as reflected in French and French-speaking cinema.

GERMAN

Symbol: GER

101-102 Elementary German I-II (3) (3) Fundamentals of German grammar, syntax, and pronunciation. Introduction to German culture through easy-reading texts. The audio-lingual method is employed. Language laboratory drill is required.

201-202 Intermediate German I-II (3) (3) Review of grammar and syntax. Readings in German literature as a basis for class discussion in German and practice in composition. Language laboratory drill required for remedial work only. PREREQ: GER 102 or placement.

NOTE: All advanced literature and civilization courses include lectures and discussion in the foreign language, and all student papers and examinations must be written in the foreign language.

303-304 Advanced German Grammar and Composition I-II (3) (3) The more complex grammatical and syntactical structures of the language with particular attention to stylistics. Practice in writing compositions on a more advanced level with emphasis on correct usage. PREREQ: GER 202 or equivalent.

305 Survey of German Literature I (3) German literature from its earliest beginnings to 1800. PREREQ: GER 202 or equivalent.

306 Survey of German Literature II (3) German literature from 1800 to the present. PREREQ: GER 202 or equivalent.

307-308 Advanced Oral German I-II (3) (3) Intensive drill in the oral use of the language and phonetics to develop proficiency in listening comprehension and speaking. PREREQ: GER 303 or equivalent.

 # 321 German Civilization (3) (In German) An analysis of the major contributions of German civilization to western culture in the areas of art, music, science, and literature. PREREQ: GER 202 or equivalent.

322 Austrian Civilization (3) This course is almost identical to EGE 323; slightly different readings in German will be offered. Discussions are in German.

400 20th-Century German Literature in Translation (3) (In English) A study of selected novels, short stories, and plays from the German literature of the 20th century. An introduction to some of the modern writers of the German-speaking world from the perspective of the social and political developments in modern Germany.

401 The Age of Goethe (3) German literary doctrines and masterpieces of the periods of Enlightenment, Storm and Stress, and Classicism. PREREQ: GER 202 or equivalent.

402 Contemporary German Literature (3) Works of the principal German writers of the 20th century. PREREQ: GER 202 or equivalent.

403 20th-Century German Masterpieces (3) An in-depth analysis of the prose works of three major 20th-century German writers, including Kafka, Mann, Hesse, Anna Seghers, and Christa Wolf. A close reading of these works will consider such narrative techniques as point-of-view, ambiguity, and irony as well as such German intellectual and artistic contributions as Expressionism, psychoanalysis, and the Bildungsroman. Taught in conjunction with EGE 403.

404 German Artists as Social Conscience: Postwar German Literature and Film (3) An examination of the political and social issues of contemporary Germany through an analysis of literary and cinematic texts. Discussion topics include the Holocaust, Nazism, the Second World War, the Economic Miracle, the Cold War, terrorism, the feminist and peace movements, atomic warfare, and German reunification and its aftermath. Taught in conjunction with EGE 404.

405 A Survey of German Film (3) An analysis of German films from Expressionism to the present. We shall examine the films in terms of their political and social context and as works of art. Directors include Fritz Lang, Murnau, Wiene, Fassbinder, Herzog, Schlondorff, von Trotta, and Wenders. Taught in conjunction with EGE 405.

407 German Lyric Poetry (3) Modern German poetry of pre- and post-World War II.

408 Modern German Drama (3) A study of the various trends of 20th century German drama in the Federal Republic, the former GDR, Switzerland, and Austria, with a focus on expressionism, epic theater, and documentary theater. Taught in conjunction with EGE 408.

◆ 410 Independent Studies in German Language and Literature (3) Special topics for advanced students only. PREREQ: Permission of instructor.

◆ 411 Seminar in German (3) Independent study and research for upper-division students. Topics announced annually by the German faculty. PREREQ: Permission of instructor.

◆ 412 Seminar in German (3) Independent study and research for upper-division students. Topic announced annually by the German faculty. PREREQ: Permission of instructor.

413 Impact of the Holocaust on Literature and Film (3) This course studies causes and effects of the Holocaust through literary, philosophical, and cinematic works of post-war Europe and America. Taught in conjunction with EGE 409.

Offerings in English (EGE): Interdisciplinary and Culture Cluster Courses

■ # EGE 322 German Civilization (3) An analysis of the major contributions of German civilization to western culture in the areas of art, music, science, and literature. No knowledge of German required.

■ # EGE 323 Austrian Civilization 1848-1938 (3) An interdisciplinary study of Austrian civilization, focusing on Vienna 1848-1938. The relationship of selected cultural and intellectual developments to their political and social contexts. This course employs the perspective of many disciplines but is specifically concerned with the humanities and visual arts.

■ EGE 403 20th-Century German Masterpieces (3) An in-depth analysis of the prose works of three major 20th-century German writers, including Kafka, Mann, Hesse, Anna Seghers, and Christa Wolf. A close reading of these works will consider such narrative techniques as point-of-view, ambiguity, and irony as well as such German intellectual and artistic contributions as Expressionism, psychoanalysis, and the Bildungsroman. No knowledge of German required.

■ EGE 404 German Artists as Social Conscience: Postwar German Literature and Film (3) An examination of the political and social issues of contemporary Germany through an analysis of literary and cinematic texts. Discussion topics include the Holocaust, Nazism, the Second World War, the Economic Miracle, the Cold War, terrorism, the feminist and peace movements, atomic warfare, and German reunification and its aftermath. No knowledge of German required.

■ EGE 405 A Survey of German Film (3) (arts elective course) An analysis of German films from Expressionism to the present. We shall examine the films in terms of their political and social context and as works of art. Directors include Fritz Lang, Murnau, Wiene, Fassbinder, Herzog, Schlondorff, von Trotta, and Wenders. No knowledge of German required.

■ EGE 408 Modern German Drama (3) A study of the various trends of 20th century German drama in the Federal Republic, the former GDR, Switzerland, and Austria, with a focus on expressionism, epic theater, and documentary theater. Taught in English. No knowledge of German required.

■ EGE 409 Impact of the Holocaust on Literature and Film (3) This course studies the causes and effects of the Holocaust through literary, philosophical, and cinematic works of post-war Europe and America. No knowledge of German required.

GREEK

Symbol: GRE

101-102 Elementary Greek I-II (3) (3) Forms, grammar, and idioms of Attic and Koine Greek. Readings in Septuagint and New Testament Greek.

201 Intermediate Greek I (3) Readings in Socratic dialogues of Plato.

202 Intermediate Greek II (3) Homeric prosody and grammar. Reading of selected portions of the Homeric Poems.

◆ 301-302 Greek Reading I-II (3) (3) Readings in prose and verse. Authors usually selected by genre.

HEBREW

Symbol: HBW

101-102 Elementary Biblical Hebrew I-II (3) (3) Forms, grammar, and idioms of Biblical Hebrew. Selected readings.

201-202 Intermediate Biblical Hebrew I-II (3) (3) Readings in the prose and poetic documents of the *Biblia Hebraica*.

◆ This course may be taken again for credit.
■ Culture cluster
\# Approved interdisciplinary course

ITALIAN
Symbol: ITA

101-102 Elementary Italian I-II (3) (3) Intensive drill, in class and in the language laboratory, with pronunciation, intonation, and basic linguistic patterns. Introduction to Italian culture through basic dialogues and easy-reading texts.

201-202 Intermediate Italian I-II (3) (3) Review of Italian grammar and syntax. Introduction to Italian literature through short readings of intermediate difficulty. Composition and conversation in Italian based on reading assignments. Language laboratory for remedial drill. PREREQ: ITA 102 or equivalent.

301-302 Advanced Italian Grammar and Conversation I-II (3) (3) Review and mastery of Italian grammar, with special emphasis on syntactic structure and stylistics, along with intensive oral drills to develop proficiency in listening comprehension and speaking ability.

321 Italian Culture (3) An overview of Italian geography, history, and regional cultures, along with its literary, philosophical, scientific, and artistic manifestations and contributions to the world.

360 Italian Cinema (3) A history of Italian cinema, as seen through representative works of each period/movement.

400 Survey of Italian Literature (3) High points in Italian literature, touching upon the most important writers from the beginning to the present day.

401 Introduction to Dante, Petrarca, and Boccaccio (3) A general discussion on the importance and influence of these writers on Italian and European literature and thought, as seen through some of their representative works.

402 Contemporary Italian Literature (3) A survey of contemporary Italian authors through some representative selections of their works.

◆ **410 Independent Studies in Italian Language and Literature (3)** Special topics for advanced students only. PREREQ: Permission of instructor.

◆ **411 Seminar in Italian I (3)** Independent study and research for upper-division students. Topics announced annually by the Italian faculty. PREREQ: Permission of instructor.

◆ **412 Seminar in Italian II (3)** Independent study and research for upper-division students. Topics announced annually by the Italian faculty. PREREQ: Permission of instructor.

EIT 321 Italian Culture (3) (In English) An overview of Italian geography, history, and regional cultures, along with its literary, philosophical, scientific, and artistic manifestations and contributions to the world.

■ **EIT 360 Italian Cinema (3)** (In English) A history of Italian cinema, as seen through representative works of each period/movement.

LATIN
Symbol: LAT

101-102 Elementary Latin I-II (3) (3) Forms, syntax, and idioms of classical Latin. Selected readings.

201 Cicero (3) Selections from the orations, letters, and essays. PREREQ: LAT 101 and 102, or two years of secondary school Latin.

202 Vergil (3) Reading and analysis of celebrated portions of the Aeneid. The nature of Latin epic poetry. PREREQ: LAT 201 or three years of secondary school Latin.

NOTE: LAT 202 or four years of secondary school Latin is a prerequisite for all following courses in Latin.

301 Teaching of Latin (3) Introduction to the problems, methods, and materials in the teaching of Latin.

302 The Latin Lyric Poets (3) Latin lyric poetry through readings in Catullus, the Odes, and Epodes of Horace. Practice in the composition of lyric poetry.

303 Advanced Latin Prose Composition (3) Required of Latin majors; open to other students accepted by the instructor. The complex syntactical structures of Latin of classical style. Translations of English into classical Latin.

304 The Latin Elegiac Poets (3) Latin elegiac poetry through readings in Ovid, Tibullus, Lygdamus, Sulpicia, and Propertius. Practice in the composition of elegiac poetry.

◆ **305 Reading Course in Latin (3)** Open to Latin majors only. Area and content to be determined by the student's needs.

306 Roman Historians (3) Introduction to Roman historiography. Readings in Livy, Sallust, and Tacitus.

401 Roman Drama (3) Origins and development of Roman drama. Selected plays of Plautus, Terence, and Seneca.

402 Roman Philosophy (3) Introduction to Greek and Roman philosophy. Readings in Cicero, "Tusculan Disputations," and Lucretius, "De Rerum Natura."

403 Roman Satire (3) Origins and development of Roman satire. Readings in Horace, Persius, and Juvenal.

404 The Latin Novel (3) Readings in Petronius, *Satyricon*, and Apuleius, *The Golden Ass*. Lectures and discussions of the emergence of the novel as a literary form.

405 Medieval Latin (3) Prose and poetry from the fourth to the 17th centuries.

406 Latin Tutorial Course (3) Required of majors in Latin or Classics; open to other students accepted by the instructor. Introduction to the history of the alphabet; principles of historical and comparative linguistics, especially as applied to Greek and Latin; and history of the Latin language as seen in ancient authors and inscriptions.

◆ **410 Independent Studies in Latin Language and Literature (3)** Special topics for advanced students only. PREREQ: Permission of instructor.

◆ **411 Seminar in Latin (3)** Independent study and research for upper-division students. Topics announced annually by the Latin faculty. PREREQ: Permission of instructor.

◆ **412 Seminar in Latin (3)** Independent study and research for upper-division students. Topics announced annually by the Latin faculty. PREREQ: Permission of instructor.

PORTUGUESE
Symbol: POR

101-102 Elementary Portuguese I-II (3) (3) Fundamentals of Portuguese grammar, syntax, and pronunciation. Introduction to Brazilian heritage and culture through graded reading selections.

201-202 Intermediate Portuguese I-II (3) (3) Review and continuation of basic Portuguese with emphasis on vocabulary expansion and cultural insights through increased reading. Introduction to selected Portuguese and Brazilian authors. PREREQ: POR 102.

RUSSIAN
Symbol: RUS

101-102 Elementary Russian I-II (3) (3) Fundamentals of Russian language. Intensive practice in speaking, listening, reading, and writing to develop basic communication skills. Introduction to Russian culture through film and multimedia. No previous knowledge of Russian is required.

103 Intensive Elementary Russian I-II (6) Fundamentals of Russian language. Intensive practice in speaking, listening, reading, and writing to develop basic communication skills. This accelerated course meets five days per week and completes the 101-102 elementary sequence in a single semester. Introduction to Russian culture through film and multimedia. No previous knowledge of Russian is required.

201-202 Intermediate Russian I-II (3) (3) Review and refinement of communicative skills through continuing study of grammatical structures and vocabulary expansion. Composition and conversation based on writings of intermediate difficulty and film sources. Continuing study of Russian culture through film and mutlimedia. PREREQ: RUS 102 or 103.

203 Intensive Intermediate Russian I-II (6) Reinforcement and refinement of communicative skills through the continuing study and review of grammatical structures. Continuing study of Russian culture and life through film and multimedia. Course meets five days per week and completes the 201-202 sequence in a single semester. PREREQ: RUS 101-102 or 103.

NOTE: All advanced literature and civilization courses include lectures and discussion in the foreign language, and all student papers and examinations must be written in the foreign language.

301-302 Advanced Russian Grammar and Composition I-II (3) (3) The more complex grammatical and syntactical structures of the language, with particular attention to stylistics. Practice in writing compositions on a more advanced level, with emphasis on current usage. Russian culture through readings in the original. PREREQ: RUS 202, 203, or equivalent.

303-304 Advanced Readings in Russian Literature I-II (3) (3) Works of Russian literature are read and analyzed. Russian culture through readings in the original. PREREQ: RUS 202, 203, or equivalent.

305-306 Russian Civilization I-II (3) (3) (In Russian) A study of the cultural, philosophical, religious, political, and artistic contributions of Russia. PREREQ: RUS 202, 203, or equivalent.

401 The Russian Novel (3) The Russian novel and literary trends of the 19th and 20th centuries. PREREQ: RUS 202, 203, or equivalent.

402 The Russian Drama (3) Works of the major dramatists of the 19th and 20th centuries. PREREQ: RUS 202, 203, or equivalent.

403 Russian Poetry of the 20th Century (3) A study of the principal Russian poets of the 20th century. PREREQ: RUS 202, 203, or equivalent.

407-408 Advanced Oral Russian I-II (3) (3) Active work in the oral use of the language and phonetics to develop proficiency in listening comprehension and speaking in real-life situations. Regular use of the tape program is essential. PREREQ: RUS 301 or equivalent.

◆ **410 Independent Studies in Russian Language and Literature (3)** Special topics for advanced students only. PREREQ: Permission of instructor.

◆ **411 Seminar in Russian (3)** Independent study and research for upper-division students. Topics announced annually by the Russian faculty. PREREQ: Permission of instructor.

◆ **412 Seminar in Russian (3)** Independent study and research for upper-division students. Topics

◆ This course may be taken again for credit.
■ Culture cluster

announced annually by the Russian faculty. PREREQ: Permission of instructor.

Offerings in English (ERU): Interdisciplinary and Culture Cluster Courses

■ # **ERU 309 Soviet and Russian Culture (3)** (In English) An interdisciplinary course designed to acquaint students with Russian culture and life in Russia today. No knowledge of Russian required.

■ **ERU 310 The Literature of Russian (3)** Survey of Russian culture from a literary and cinematographic perspective. No knowledge of the Russian language is required.

SPANISH

Symbol: SPA

101-102 Elementary Spanish I-II (3) (3) Fundamentals of Spanish geared to facilitate the development of functional proficiency at the novice levels in listening, speaking, reading, and writing skills. Introduction to Spanish and Latin American culture through readings and discussion.

103 Intensive Elementary Spanish (6) Fundamentals of Spanish grammar, syntax, pronunciation, and communication skills. This is an accelerated course that meets five days per week and covers the equivalent of SPA 101–102 in a single semester. No prerequisite.

201-202 Intermediate Spanish I-II (3) (3) Spanish with an emphasis on proficiency development at the intermediate level. Elements of grammar and pronunciation are introduced in class and via laboratory work. Literary and journalistic readings are utilized as a basis for writing assignments and class discussions in Spanish. PREREQ: SPA 102 or placement. NOTE: All advanced courses above 202 include lectures and discussion in the foreign language, and all student papers and examinations must be written in the foreign language.

205 Intensive Intermediate Spanish (6) Reinforcement of communication skills through practice and review of grammatical structures. Composition and conversation, reading from a variety of genres. This is an accelerated course that meets five times per week and covers the equivalent of SPA 201–202 in a single semester. PREREQ: SPA 102 or 103 or placement.

301-302 Advanced Spanish Grammar and Conversation I-II (3) (3) Review and mastery of Spanish grammar, with special emphasis on syntactic structures and stylistics, along with intensive interaction to develop proficiency in listening comprehension and speaking ability. PREREQ: SPA 202 or placement.

304 Spanish for the Professional (3) Spanish for the professional in fields such as social work, immigration, criminal justice, law, and medicine. Emphasis on oral communication in specific, real-life situations. Some interpretation, translation, and writing or professional documents. PREREQ: SPA 301-302 or permission of instructor.

305 Spanish Cinema: Nation and Gender (3) This course investigates the ways in which films participate in and create debates about the relationship between national identity and gender. Topics include what it means to speak of a "national cinema," and where and how issues of gender, sexuality, class, and ethnicity interface in cinematic creation of national identity and history. PREREQ: SPA 301-302, or permission of instructor.

310 Business Spanish (3) Introduction to basic business concepts in Spanish in fields of management, banking, finance, accounting, marketing, and international business. No prior knowledge of business required. Practical course in oral communication. Some interpretation, translation, and writing of business documents. PREREQ: SPA 301-302 or permission of instructor.

315 Advanced Readings in Spanish (3) Introductory readings of Spanish and Spanish-American works from a variety of sources, including literary texts. Special attention to improvement of grammar, and oral and written expression. PREREQ: SPA 301-302 or permission of instructor.

320 Civilization of Spain (3) Major contributions of Spain. Cultural, geographic, literary, philosophical, and artistic manifestations of the Hispanic world. PREREQ: SPA 301-302 or permission of instructor.

321 Civilization of Spanish America (3) Cultural, geographic, literary, philosophical, and artistic manifestations of the Hispanic-American world. PREREQ: SPA 315 or permission of instructor.

323 Language and Culture of Puerto Rico (3) (In Spanish) A study of the language and culture of Puerto Rico. Includes geography, history, immigration, and emigration. Emphasis on Puerto Rican Spanish language parterns and literature. Study of the mid-Atlantic Puerto Rican community. PREREQ: SPA 301-302 or permission of instructor.

330 Survey of Spanish Literature (3) Representative selections of Spanish literature from its beginning to the present. PREREQ: SPA 315 or permission of instructor.

331 Survey of Spanish-American Literature (3) Representative selections of Spanish-American literature from 1492 to the present. PREREQ: SPA 315 or permission of instructor.

365 Spanish Phonetics (3) Description and practice in the sounds of the Spanish language and its major dialectical differences. Comparative analysis with English. PREREQ: LIN 230 and SPA 302.

400 Spanish Literature to 1550 (3) Spanish literature of the Middle Ages and Renaissance, including epic, early lyric, prose, and theater. PREREQ: SPA 330 or permission of instructor.

401 Spanish Literature of the Golden Age (3) Spanish literature of the 16th and 17th centuries: mysticism, drama, poetry, and the novel. PREREQ: SPA 330 or permission of instructor.

402 Spanish Drama of the Golden Age (3) Themes and traditions of the comedia. PREREQ: SPA 330 or permission of instructor.

404 Cervantes (3) Study of *Don Quixote* and Cervantes' contributions to world literature. PREREQ: SPA 330 or permission of instructor.

405 Modern Hispanic Literature (18th and 19th Centuries) (3) Spanish and Spanish-American thought, literature, and culture as revealed in outstanding works from the neo-Classical period to the end of the 19th century. PREREQ: SPA 330 or 331 or permission of instructor.

406 The Generation of 1898 (3) A reading and evaluation of the literary and philosophical contributions of writers such as Unamuno, Baroja, Benavente, and Valle-Inclán. PREREQ: SPA 330 or permission of instructor.

407 Spanish Literature Since the Civil War Period (3) Introduction to works that represent Spanish literature from the Civil War period to the present. Authors studied include Arrabal, Cela, Delibes, García Lorca, Goytisolo, Matute, Sender, and others. PREREQ: SPA 330 or permission of instructor.

408 Modern Hispanic Poetry (3) A survey of major authors and movements in Spanish and Spanish-American poetry of the 19th and 20th centuries. Authors include Vicente Aleixandre, Gustavo Adolfo Bécquer, Rubén Darío, José Espronceda, Federico García Lorca, Gabriela Mistral, and Pablo Neruda. Movements include Romanticism, Modernism, and the avant-garde. PREREQ: SPA 330 or 331 or permission of instructor.

409 Contemporary Spanish-American Literature (3) A study of major authors and literary movements in contemporary Spanish America, including magical realism in prose fiction, theater of the absurd, avant-garde poetry, and modern essays. PREREQ: SPA 331 or permission of instructor.

410 Contemporary Spanish-American Prose Fiction (3) A focus on 20th-century prose fiction in Spanish America. The works of narratists such as Borges, Carpentier, Cortázar, Fuentes, and García Márquez will be examined closely, in light of Spanish-American cultural and literary modalities. PREREQ: SPA 331 or permission of instructor.

411 Modern Spanish-American Theater (3) A study of the theater as a reflection of social realities including the theater of the absurd; the dynamic of play and audience. The Spanish-American stage will be analyzed through its cultural, historical, and religious contexts. PREREQ: SPA 331 or permission of instructor.

412 Literature of the Hispanic Caribbean (3) An analysis of the literature of the Hispanic Caribbean, placing it in its historical, geographical, and cultural context through a survey of major authors and movements. PREREQ: SPA 331 or permission of instructor.

413 Hispanic Women Writers (3) An examination of the tradition of women writers and their works in Spain and Spanish America from the 17th century to the present. Includes fiction, poetry, and theater. PREREQ: SPA 330 or 331 or permission of instructor.

415 Film and Fiction of Post-Civil War and Post-Franco Spain (3) Fictionalized perspectives of 20th century social realities since the Civil War. Discussion topics include social criticism, the situation of girls and women, the psychology of adolescence, forms of alienation, and traumatic experiences of the war. PREREQ: SPA 330 or 331 or permission of instructor.

◆ **456-457 Hispanic Literature Seminar I-II (3) (3)** Special topics for advanced students only, such as politics and literature in contemporary Latin America, the literature of discovery and conquest, the novel of the dictator, and Spanish literature during and after Franco. PREREQ: Permission of instructor.

Offerings in English (ESP): Interdisciplinary and Culture Cluster Courses

■ # **ESP 300 Culture and Civilization of Latin America (3)** Cultural, geographic, literary, philosophical, and artistic manifestations of the Hispanic-American world. No knowledge of Spanish is required.

■ **ESP 305 Spanish Cinema: Nation and Gender (3)** This course will investigate the ways in which films participate in and create debates about the relationship between national identification and gender. No knowledge of Spanish is required.

■ **ESP/CLS 311 Contemporary Latin American Narrative (3)** An examination of Latin American narrative (short story, novella, novel, and testimonial literature). Spanish- and Portuguese-language writers from South and Central America, Mexico, and the Caribbean will be studied, from the period of magical realism (1950's and 1960's) through the present. They may include Isabel Allende, Jorge Amado, Miguel Angel Asturias, Jorge Luis Borges, Gabriel García Márquez, Clarice Lispector, Elena Poniatowska, and Luis Rafael Sánchez. No knowledge of Spanish is required.

◆ This course may be taken again for credit.
■ Culture cluster
\# Approved interdisciplinary course

■ # **ESP 319 Culture and Civilization of Spain (3)** A study of the origins and evolution of Spanish character, tradition, and thought. The interrelationship of its history and arts. The scope of its contribution to Western culture. No knowledge of Spanish is required.

■ # **ESP 324 Latinos in the U.S. (3)** An interdisciplinary examination of Latinas/Latinos in the U.S. Course examines the changing cultural, historical, political, and economic situations of several Hispanic groups, including Central Americans, Cubans, Mexicans, and Puerto Ricans.

■ **ESP 333 Latina Writing (3)** An examination of the literary works produced by Latinas in the 20th century. The study of this literature will include a cross-cultural approach that will elucidate sociopolitical themes emerging from the texts. No knowledge of Spanish is required.

■ **ESP/CLS 334 Politics and Economics in the Literatures of the Modern Americas (3)** A comparative historical and literary examination of political and economic issues reflected in 20th century U.S. and Latin American literature. The study of representative texts of various genres will also elucidate issues of race, class, and gender. No knowledge of Spanish is required.

■ ◗ **ESP/CLS 335 Latino Literatures in the U.S. (3)** This course examines the history of Latino groups (e.g., Mexicans, Cubans, and South Americans) in the U.S. through literary texts written by Latinos, and studies the cultural, economic, and political experiences leading to their acculturation or alientation in mainstream America.

ESP 362 New World: America (3) The impact the discovery, conquest, and colonization of the New World had on Europe is seen through diverse sources in literature, history, the arts, and related disciplines. Topics include the trans-Atlantic exchange of ideas and cultures, indigenous religions, ethic of conquest, evangelization, cartography, colonial science, changing views of humanity, and nature. Course includes a field trip and guest lecturers. No knowledge of Spanish is required.

■ **ESP 403 Introduction to Cervantes and Don Quixote (3)** Reading the full text of *Don Quixote*. Important chapters and topics will be analyzed. Special emphasis given to problems of translation. No knowledge of Spanish is required.

ADDITIONAL LANGUAGES

191-192 Critical Language I-II (3) (3) Self-instructional program in one of the seldom-taught languages: Arabic, Chinese, Dutch, Finnish, Gaelic, Japanese, Korean, Modern Greek, Modern Hebrew, Polish, Portuguese, Serbo-Croatian, Swedish, and Vietnamese. The student works with an integrated text and tape program, and a tutor. By permission of the Department of Foreign Languages. Not for language requirement.

193-194 Critical Language III-IV (3) (3) Continuation of LAN 191-192.

COURSES COMMON TO ALL LANGUAGES

LAN 305 Introduction to Bilingual/Bicultural Education (3) Introduction to the history, philosophy, current status, and future directions of bilingual/bicultural education. Survey of materials, techniques, instructional processes, and instructional patterns. Overview of testing, placement, and pupil evaluation. PREREQ: Intermediate level proficiency in a second language and LIN 250 or equivalent.

LAN 327 Introduction to Applied Linguistics for Foreign Language Majors (3) An introduction to applied linguistics structured to meet the needs of foreign language majors and future world language teachers. Examples are drawn from the language(s) expertise of the students.

LAN 401 Teaching of Modern Languages: K-12 (3) Problems, methods, and materials of second language acquisition and teaching across levels. Observation and participation in K-12 classrooms. PREREQ: Completion of language courses through the advanced level and LIN 230.

LAN 403 Second Languages in the Elementary School (3) Techniques and materials used in teaching second languages in the elementary school. Practice in the application of these techniques and observation of foreign language classes. PREREQ: Completion of intermediate level in the chosen foreign language.

◆ **LAN 411 Topical Seminar (3)** Specialized studies in language and the teaching of foreign languages.

LAN 425 Internship in Foreign Languages (3-12) A structured and supervised experience for students wishing to enhance their foreign language study directly in the workplace. Credits earned are based on time spent on the job. For approval, students must apply to the department chair or language section coordinator.

◗ **LIN 211 Language Communities in the United States and Canada (3)** Exploration and analysis of how aspects of language usage (dialect, "accent," bilingualism) relate to language-based discrimination in the U.S. and Canada generally. Emphasis is on bias, discrimination, and profiling based on race, class, gender, religious affiliation, and ethnicity. Examples will be drawn from mainstream media, including popular film and television.

LIN 230 (also ENG 230) Introduction to Linguistics (3) See ENG 230.

LIN 250 Psycholinguistics (3) Introduction to the study of relationships between language, generative models, communication theory, and learning theory. Major emphasis on natural language development and bilingualism.

 # LIN 330 (also PHI 330) Introduction to Meaning (3) See PHI 330.

LIN 360 (also PHI 360) Philosophy of Language (3) See PHI 360.

LIN 380 Language and Culture (3) Language as an aspect of culture, using linguistic-perceptual-cognitive categories; social and psychological aspects of language. PREREQ: LIN 230 or LIN 327, or permission of instructor.

◆ **LIN 411-412 Seminar in Linguistics (3) (3)** Specialized studies in linguistics. Topics announced annually. PREREQ: LIN 230 or LIN 372, or at least junior standing.

LIN 415 (also COM 415) General Semantics (3) See COM 415.

■ Culture cluster
\# Approved interdisciplinary course
◗ Diverse communities course

Department of Geography and Planning

103 Ruby Jones Hall
610-436-2343

Joan M. Welch, *Chairperson*

PROFESSORS: Lewandowski, Rengert, Tachovsky, Welch

ASSOCIATE PROFESSOR: Grassel

ASSISTANT PROFESSORS: Fasic, Liu

Geography and Planning is an academic discipline that integrates the physical and social sciences. Students study the patterns and processes of human and physical phenomena in relationship to each other. Students gain knowledge that can be applied to solving societal, economic, and environmental problems and to planning for the future, whether they are taking general education or elective courses, acquiring specialized preparation needed for working in geography and planning and related fields, or meeting particular needs in combination with other majors in arts and sciences or professional fields.

The field of geography assists students in comprehending the broad scope of the physical, cultural, demographic, and economic environments on local, national, and global scales. Geography courses develop skills and organize knowledge from various disciplines, and enable students to examine the integrated whole of a people with reference to habitat and interspatial relationships. Specialized skills, which utilize geographic information systems technology, provide salable skills for students interested in technical careers and complement courses that teach knowledge of environmental and human situations and problems.

BACHELOR OF ARTS — GEOGRAPHY

The bachelor of arts in geography offers a choice of four emphases (called "tracks"): traditional geography (cultural, environmental, and economic geography including an international perspective), geographic analysis, urban/regional planning, and elective teacher certification (citizenship education, formerly social studies). The geographic analysis and urban/regional planning areas emphasize specialized skill development. Internships are available and are recommended for qualified students.

Geography majors, as part of their general education requirements, must take GEO 101 or 103 and achieve a grade of 2.0 or better. They also must pass WRT 120 and 200 (or equivalent) with a grade of 2.0 or better.

1. General ed. requirements, see pages 36–39 — 48 semester hours
2. Foreign language/culture requirement — 0-15 semester hours
3. Additional geography or social/behavioral science courses — 9 semester hours
4. Geography core requirements — 33 semester hours
   Required: GEO 102, 225, 310, 326, 400, and 404 (18 credits)
   Track requirements taken under advisement
   For geography track: five courses from specified groups, selected under advisement (15 credits)
   OR
   For urban/regional planning track: GEO 214, and two other planning or GIS courses (GEO 320, 322, 324, 331, 336, or 403) and an additional two courses from a specified list, selected under advisement (15 credits)
   OR
   For geographic analysis track: three courses, GEO 324, 328, and 424, plus two courses from specified lists of courses, selected under advisement (15 credits)
   OR
   For elective teacher certification track (citizenship education, formerly social studies): GEO 204 (interdisciplinary), GEO 301, GEO 312 (diverse communities), plus two additional geography courses. Most recommended are GEO 101, 213, 214, 220, 230, 232, 302, 303, 324 (15 credits). Under advisement, cognates and free electives are selected to complete remaining teacher certification requirements and prepare for standardized examination.
5. Cognate courses — 15 semester hours
   Courses (taken under advisement) that are specifically related to identified career aspirations, and chosen outside general requirements, or geography core
   Required of all majors: ENG 368 or 371
   Required for urban/regional planning track: Three courses selected from PSC 201, 202, 373, 375 or other related public management or geography course, *plus* CSC 110 or above
   Required of geographic analysis track: one CSC course above 110 level and three additional courses selected under advisement
6. Free electives — 3-15 semester hours

Elective Citizenship Education Teacher Certification Program

This degree track (formerly social studies) allows students to elect courses toward teacher certification requirements that also qualify as general education, cognate, and free elective selections.

1. General ed. requirements, see pages 36–39 — 48 semester hours
   Recommended selections for this track include COM 230, GEO 204 (interdisciplinary requirement), GEO 312 (diverse communities requirement), CLS 165 and HIS 101 (humanities requirement), MAT 103, PSC 100 and ECO 101 (behavioral and social sciences requirement), and art history or music history (arts requirement). Recommended free electives: EDF 100, EDP 250, MAT 104.
2. Foreign language/culture requirement — 0-15 semester hours
3. Geography core (see above) — 18 semester hours
4. Additional geography courses — 9 semester hours
   GEO 301 and two additional courses from recommended list
5. Additional cognates — 33 semester hours
   EDP 351, EDS 306, SSC 331, EDA/EDR 341, EDS 411, EDS 412, HIS 102, HIS 150, SOC 200

Minor in Geography — 18 semester hours

The geography minor provides a flexible geography focus that combines well with other majors. It consists of 18 semester hours of geography courses, no more than six hours of which may be at the 100 level. Students are required to take either GEO 101 or 103. The department will advise students on selection of courses appropriate to their needs. Clusters of courses may involve environmental geography, spatial technology, international courses, or courses especially suitable as preparation for social studies education, for example.

Minor in Business Geographics and Information Systems — 18 semester hours

The minor program in planning allows students from other majors to acquire geography and planning skills and to expand their career possibilities to include such areas as land planning and management, conservation of resources, location of commerce and industry, and county or other local government.

1. Required courses: — 15 semester hours
   ECO 251, 252; GEO 325, 425; MIS 300
2. Elective courses (taken under advisement from the department) — 3 semester hours
   Usually recommended courses include GEO 324, 415, 424, and 427.

COURSE DESCRIPTIONS
GEOGRAPHY
Symbol: GEO

101 World Geography (3) The scope of geography and understanding of the world's regions generated by it. Human society is examined in a frame of spatial, environmental, and resource factors. Map skills and other "tools" of geography are introduced.

102 Physical Geography (3) The study of basic principles of physical geography and of relationships between components of the total earth environment.

103 Human Geography (3) An inquiry into the theoretical and applied approaches to the study of human spatial behavior and the distribution of social problems.

200 Patterns of World Cultures (3) An examination of selected, non-Western areas, representing different stages of development, in the contemporaneous world. Emphasis is placed on cultural adaptation, innovation, and achievement of human occupants of these areas.

◗ **# 204 Introduction to Urban Studies (3)** An examination of the breadth of urban studies from the perspectives of many social science disciplines. Philadelphia is emphasized as an object of perception, as a place of life and livelihood, and as an example of continual change in the urban environment. PREREQ: WRT 121.

205 Geographic Influences in American History (3) Geographic characteristics that figure prominently in the discovery and colonization of America, and on the progressive development of the United States up to the 20th century.

213 GIS for the Social Sciences (3) A course in mapping in the political, economic, and social featuers of places and the analysis of those maps using the ArcView component of ESRI's ARC GIS. Introductory course but with hands-on technology experience; sutable for majors in political science, social work, eocnomics, and other social science disciplines.

214 Introduction to Planning (3) The methods of analyzing problems of urban and regional planning. Emphasis is placed on systems of housing, recreation, transportation, industry, and commerce.

215 GIS for Criminal Justice (3) A course in crime mapping and the analysis of maps of crime patterns, police services, locations of criminal incidents, offenders' geographical behaviors, and spatial trends in crime.

225 Introduction to Maps and Remote Sensing (3) Introduction to mapping and remote sensing. Thorough exposure to grid coordinate systems, representative fractions/scale, map projections, and mapping systems. Also, aerial photographs, digital orthophotos, satellite images, and computers as tools.

230 Conservation of Natural Resources (3) An inquiry into the type, size, and distribution of natur-

◗ Diverse communities course
\# Approved interdisciplinary course

al resources, and into the problems of resource management. Emphasis is placed on the United States.

236 Climatology (3) Climatic variations on the earth and their classification into regional types. Relationships of plants, soils, and cultures to types of climate. PREREQ: GEO 102 or permission of instructor.

301 United States and Canada (3) An examination of the complexity and diversity of the physical and human landscapes of the U.S. and Canada. Both rural and urban geography are studied with an emphasis on recent geographic changes of influence—such as the shift from an emphasis on production to one on service and consumption, the growing importance of cities, and increasing racial and ethnic diversity.

■ **302 Latin America (3)** Central and South America are studied with emphasis on geographic understanding of the major sources of change in recent times. The course focuses on selected individual countries in addition to presentation of the region as a whole.

■ **303 Europe (3)** A regional study of Europe, excluding the former U.S.S.R. Includes a macrostudy of the continent and sequential microstudies of culturalized landscapes.

■ **304 The Former Soviet Union (3)** A regional study of European and Asiatic U.S.S.R. with analysis of geographic factors that contribute to its strengths and weaknesses as a major world power. PREREQ: GEO 101 or permission of instructor.

310 Population Problems (3) The dynamic processes of population change (fertility, mortality, and migration) and the resultant changes in population distribution and composition. In addition to a substantive study of these topics, students are introduced to the use of primary data sources for demographic description and policy recommendation.

◗ **312 Urban Geography (3)** Analysis of patterns, processes, and consequences of urban growth and development. Theory of systems, size, spacing, and functions of cities. Students will conduct outside analysis using real data.

316 Planning for Public Services (3) A study of the quality of individual life. Analysis of geographic variation in social well being, problems of social systems monitoring, and social indicators used in planning.

318 Economic Geography (3) This course is concerned with the spatial patterns of economic activities, including production, consumption, and settlement. It provides an understanding of their location and the processes of change. The course is international in scope, with an emphasis on the global economy.

320 Land Use Planning (3) An inquiry into the development of comprehensive land use studies by governmental and private agencies, emphasizing the development of skills in problem identification and resolution. PREREQ: GEO 214 or permission of instructor.

322 Land Development Controls (3) An insight into the "why" and "how" of land development, emphasizing the role of local government in zoning, subdivision regulation, and other land regulations. PREREQ: GEO 214 or permission of instructor.

324 Introduction to Geographic Information Systems (3) Data sources and analysis techniques used in the planning process, with emphasis on appropriate applications. Students receive considerable experience in using geographic information systems technology to solve real-world problems.

325 Business Geographics (3) This course provides a conceptual overview of geographical information systems as well as hands-on experience of software systems used in developing business management and marketing sttategies. Attention is focused on using GIS technology as an analysis tool to improve decision making. Designed primarily for marketing majors.

326 Geographical Analysis (3) Applications of basic statistical techniques to problems of spatial significance, emphasizing the adaptation of technique to problem, and the understanding and interpretation of specific analytical methods as applied to real-world situations. PREREQ: MAT 103 or higher-level mathematics course must be passed with a 2.0 or better prior to enrollment in GEO 326.

328 Computer Graphics (3) Structured to develop skills in the design and use of analytical and computer-mapping systems, the course emphasizes the techniques of spatial problem resolution and display.

330 Population Analysis (3) A course designed to develop skills in demographic research, emphasizing interrelationships of population processes, use and limitation of data sources, and the understanding and interpretation of specific demographic and related analytical methods. PREREQ: GEO 310 or permission of instructor.

331 Transportation Planning (3) Important issues, descriptive and analytical, facing urban and suburban transportation are studied. Employment of the planning process emphasizes use of analytical tools.

332 Environmental Crises (3) The nature and dimensions of environmental problems with an emphasis on endangered life-support systems. Aspects of natural and social environment systems and their mutual interrelationships.

336 Environmental Planning (3) Introduction to the concepts and tools of environmental planning which include landscape form and function in planning. Applications to local and regional issues are stressed.

338 Computer Applications in Social Research (3) The use of existing and student-generated programming software in the design and execution of social research.

341 Landscape Analysis (3) The study of contemporary geographical patterns of plants and animals, and the overall processes which influence landscape development and characteristics, such as climatic and geomorphic events, and anthropogenic activities.

352 Political Geography (3) A study of selected major themes in political geography at the regional and international levels.

400 Senior Seminar in Geography (3) The study of historical and contemporary trends in geography; the design, preparation, and defense of a research proposal.

401 Cartography (4) A laboratory course to develop proficiency in the design, construction, and appropriate application of maps and map-related graphics. PREREQ: GEO 225 or permission of instructor.

◆ **402 Topical Seminar in Geography (3)** Intensive examination of a selected area of study in the field of geography. Topics will be announced at the time of offering. Course may be taken more than once when different topics are presented. PREREQ: Junior or senior geography major or consent of instructor.

403 Planning Design (3) Selected experiences designed to assist the student (either as an individual or as a member of a group) in developing proficiency in information-providing techniques.

404 Senior Project in Geography (3) The execution of the research proposal (designed in GEO 400) as an acceptable departmental senior research paper. PREREQ: GEO 400.

◆ **410 Independent Studies in Geography (3)** Research projects, reports, and readings in geography. PREREQ: Permission of department chairperson.

◆ **415 Internship in Geography and Planning (1-12)** Practical job experience in applying geographic theory, executing substantive research, and engaging in community service in selected off-campus situations. Open only to upper-division B.A. majors and minors in geography/ planning with permission of department chairperson.

424 Geographic Information Systems Applications (3) A course to advance the student's knowledge of the design and implementation of geographic information systems. PREREQ: GEO 324 or permission of instructor.

425 GIS: Business Applications (3) Intensive use of Geographical Information Systems (GIS) in the business environment to aid in better sales and marketing decisions. Course provides a conceptual overview of database management systems from MIS to geodatabases and their integration with a GIS. Case studies draw numerous examples from various businesses. Student tutorials provide hands-on opportunities for students to experience and learn how to use GIS within a business problem-solving framework. PREREQ: GEO 325 or permission of instructor.

427 Geodatabase Systems (3) The course teaches students the concepts and design of geographic database systems in the process of geographic analysis.

 # IND 401 Environmental Applications of GIS (3) Students are introduced to regional environmental problem solving based on interdisciplinary, scientific data using Geographic Information Systems (GIS). Background in one of the natural or applied sciences is presumed, and students without such backgrounds should contact one of the instructors before scheduling. Most relevant lecture material is handled as readings outside of class, and class time is devoted largely to environmental analysis using ArcViewGIS. One half day field trip is required (1,2) PREREQ: Major in BIO, CHE, ENV, ESS, GEO, or PHY, with at least 15 college credits earned in one of these disciplines, or permission of instructor.

IND 405 Modeling of Earth Systems (3) The course focuses on the use of models to understand global environmental change. It offers an in-depth exposure to the principles of modeling as well as an introduction to various models that represent components of the earth's systems. The elements of model construction are examined including principles of simlification, data collection, variable identification, and parameter specifications. Team taught with the Department of Geology and Astronomy.

■ Culture cluster
◗ Diverse communities course
◆ This course may be taken again for credit.

Department of Geology and Astronomy

207 Boucher Hall
610-436-2727
C. Gil Wiswall, *Chairperson*

PROFESSORS: Busch, Srogi, Stolar, Wiswall

ASSOCIATE PROFESSORS: Fisher, Good, Johnson, Lutz, Smith

ASSISTANT PROFESSOR: Gagné

The Department of Geology and Astronomy prepares students for careers in geoscience and geoscience education. Geoscience is an integrated study of the Earth, its geologic history, composition and structure, resources, natural hazards, atmosphere and oceans, and its environment in space. Geoscientists study such phenomena as earthquakes, landslides, floods, volcanoes, coastal erosion, and how these natural hazards impact humans. Geoscientists explore for mineral, energy, and water supplies. Geoscientists also attempt to make predictions about Earth's future based on the past. Since most human activities are related to interaction with the physical components of Earth, geoscience plays a unique and essential role in today's rapidly changing world. The Department of Geology and Astronomy offers two bachelor of science degree programs and a certification program in general science. **(A degree in astronomy is not available.)** All programs emphasize analytical skills and build on course work in mathematics, chemistry, physics, and statistics. Written and oral communication is emphasized in a majority of the course work.

1. The B.S. in GEOSCIENCE program offers two areas of concentration and prepares recipients for a career as a professional geoscientist. Students completing either bachelor of science degree program possess the educational requirements to seek licensure as certified professional geologists. The **geology concentration** leads to occupations in geology, geochemistry, and the environmental industry as well as for studies toward advanced degrees. Its curriculum emphasizes depth in the traditional disciplines of geology including mineralogy, rock formation, paleontology, structural geology, and surface and tectonic processes. The **earth systems concentration** is intended for students who want to concentrate on a broader understanding of geoscience and human interaction with the environment. This concentration is excellent preparation for students pursuing careers in fields such as resource management or environmental law. In addition to the geology core, students take required courses in oceanography, meteorology, and astronomy.
2. The B.S. in EDUCATION in EARTH AND SPACE SCIENCES is a professional degree program designed to prepare certified secondary school teachers with an overall science exposure and specialization in the earth and space sciences. The program meets all guidelines established by the National Council for Accreditation of Teacher Education (NCATE), the Pennsylvania Department of Education (PDE), and the National Science Teachers' Association (NSTA) for earth and space science certification.
3. The certification program in GENERAL SCIENCE enables recipients to teach science in grades 6–9. The certification program meets all guidelines established by the National Council for Accreditation of Teacher Education (NCATE) and the Pennsylvania Department of Education (PDE).

A cooperative five-year program with Pennsylvania State University leading to a degree in engineering with several geoscience specialties is available. For further information about this program, refer to the Physics and Pre-Engineering section of this catalog.

All students must consult with their adviser regularly to ensure timely completion of the degree. Those in the B.S. in education program will have a second adviser in the School of Education to help the student meet the secondary education requirements.

REQUIREMENTS COMMON TO ALL BACHELOR DEGREE PROGRAMS

1. General ed. requirements, see pages 36–39 — 48 semester hours
2. Math requirement — 3 semester hours
   MAT 121
3. Science cognate requirements — 8 semester hours
   CHE 103 and CRL 103, PHY 130 or 170
4. Geoscience courses — 30 semester hours
   ESS 101, 201, 204, 301, 302, 331, 343, 405, 420, and 450
5. A grade of C– or better must be achieved for all required courses within the department including the required electives, as well as those in biology, chemistry, computer science, math, and physics.

BACHELOR OF SCIENCE — GEOSCIENCE

Concentration in Geology

1. Additional math and computer science requirements — 6-7 semester hours
   MAT 108 or 161 and ESS 321 or IND 401 or GEO 324 or 325 or CSC 115 or higher
2. Required courses — 9 semester hours
   ESS 201, 439, and ESS/BIO/ENV 102
3. Geology and astronomy electives — 9 semester hours
   Any three ESS courses at the 200, 300, or 400 level

Concentration in Earth Systems

1. Additional math requirement — 3 semester hours
   MAT 105 or 110
2. Required courses — 15 semester hours
   ESS 111, 201 or 355, 330, 370, and ESS/BIO/ENV 102 or SCB 210
3. Geology and astronomy electives — 6 semester hours
   Any two ESS courses at the 200, 300, or 400 level

BACHELOR OF SCIENCE IN EDUCATION IN EARTH AND SPACE SCIENCES

All students seeking a B.S.Ed. must formally apply for admission to teacher education. (See "Teaching Certification Programs" in this catalog.) Only those students formally admitted to teacher education will be eligible to enroll in SCE/SCB 350. Once admitted to teacher education, students must maintain the minimum GPA specified by the College of Education in order to continue taking advanced professional course work. If a student falls below the minimum GPA, he or she will be permitted to retake – in accordance with University policy – professional course work that contributed to the fall below the minimum GPA but will not be permitted to take additional work until the minimum is met.

1. Secondary education requirements — 30 semester hours
   (See page 139.) EDF 100, EDP 250 and 351, EDA/EDR 341, EDS 306, SCE or SCB 350, EDS 411 and 412
2. Additional math requirements — 3 semester hours
   MAT 105 or 110
3. Additional science cognates — 3 semester hours
   BIO 110 (or BIO 100 with a grade of A- or better)
4. Required courses — 12 semester hours
   ESS 111, 201 or 355, 330, and 370
5. Students are encouraged to obtain certification in general science and/or environmental education in addition to earth and space science. See pages 146–147 for requirements.

Minor Programs — **15 semester hours**

Students may choose to minor in any of the following programs. Courses are selected with the approval of the department chairperson.

1. **Astronomy**
   ESS 111 plus four other astronomy courses (15)
2. **Earth science**
   ESS 101, 111, 330, and 370, plus one course in earth science (15)
3. **Geology**
   ESS 101 plus four other geology courses (15)

CERTIFICATION IN GENERAL SCIENCE

Students seeking certification in general science must either be enrolled in a B.S.Ed. program or hold a teaching certificate.

1. Math requirements, 6 semester hours
   MAT 121, and 105 or 110
2. Science Core Requirements 40 semester hours
   BIO 110 (or BIO 100 with A- or better), 215, 217;
   CHE/CRL 103, 104; ESS 101, 111, 330, 370;
   PHY 130 or 170, 140 or 180
3. Interdisciplinary requirements 3 semester hours
   One of the following: BIO 102 or ENV 102 or ESS 102; SCB 210
4. Field, research, technology requirements 12 semester hours
   Students must take a minimum of 12 additional semester hours in biology, chemistry, earth and space science, health, or physics from the approved list obtained from the adviser. Courses must be taken in at least two departments. The sequence of courses must be approved in advance by the adviser of the certification program and should be based on the student's interests and choice of certification examinations. Students must select courses to include field work, research, and technology components.

COURSE DESCRIPTIONS GEOLOGY AND ASTRONOMY

Symbol: ESS unless otherwise shown

101 Introduction to Geology (3) The earth's composition and history; the processes that occur on and within the earth. Two hours of lecture and two hours of lab.

 # 102 Humans and the Environment (3) A study of the ability of humans to survive and maintain their life quality, considering the limited resources and recycling capacity of planet Earth. Note: Students completing ESS 102 may not take BIO 102 or ENV 102 for credit.

111 General Astronomy (3) A descriptive course, including the composition and evolution of solar and stellar systems. Two hours of lecture and two hours of lab.

125 Volcanoes (3) Where do volcanoes occur and why? What happens when volcanoes erupt, and what controls eruptions? What roles have volcanoes played in human history and human culture? How do geologists study volcanoes in order to forecast eruptions and reduce the risks for human populations? This course explores these questions using print, multimedia, and Internet sources. Students will learn how to interpret geological information in order to assess volcanic hazards and forecast volcanic eruptions.

130 Our Coastal Oceans (3) This course examines the physical and biological processes at work in the coastal oceans. The content will be discussed in the framework of regional examples.

170 Introduction to Our Atmosphere (3) Why is the sky blue? What will the weather be tomorrow? What makes tornadoes? How did the ozone hole develop? What is the greenhouse effect? This class will use these questions and others to investigate the basic physical processes that determine the weather and climate on earth. A student who has successfully completed ESS 370 may not subsequently receive credit for ESS 170.

201 Fundamentals of Techniques in Geology (3) An introduction to the basic methods of geologic data collection, analysis, and presentation; literature research; and report writing. One weekend field trip is required. PREREQ: ESS 101.

204 Historical Geology (3) The geologic history of Earth inferred by analyzing and evaluating the geologic record of its physical and biological changes on local, regional, and global scales. Laboratory included. PREREQ: ESS 101.

206 Gemstones (3) A survey of gem formation, identification, fashioning, and evaluation. For the general student. Demonstrations, specimens, and field trips complement lecture topics. No science background is assumed.

301 Environmental Geochemistry (3) An introduction to principles and applications of geochemistry to geologic systems, including surface and ground waters, soils, and rocks. PREREQ: CHE 103, ESS 101.

302 Mineralogy (3) In-depth survey of the formation, identification, classification, and uses of minerals. Principles of symmetry, crystallography, crystal chemistry, and optical mineralogy. Laboratory and field examination and analysis of minerals. PREREQ: ESS 101, 204, and CHE 103 or equivalent.

307 Geology of the Solar System (3) The geology, origin, evolution, and properties of planets, comets, asteroids, moons, and meteorites.

321 Geometrics (3) Application of computational and statistical methods to geologic problems. Geologic sampling, data comparisons in environmental, petrologic, paleontologic, and geochemical problems.

323 General Geologic Field Studies of Southeastern Pennsylvania (3) Occurrence, relationships, and geologic history of the rocks, minerals, and soils of this area, studied at representative locations. PREREQ: ESS 302.

ESL 327 Electron Microscopy I (3) A one-semester lecture/laboratory course in theory operation and applications of electron beam technology in scientific research.

330 Introduction to Oceanography (3) A survey of our present knowledge of the waters and floors of the ocean. PREREQ: ESS 101.

331 Introduction to Paleontology (3) Identification and study of common fossils in order to understand their life processes and geologic significance. PREREQ: One course in geology.

332 Advanced Oceanography (3) An advanced course in oceanography covering marine resources, oceanographic literature, animal-sediment relationships, field techniques, estuaries, salt marshes, sea level changes, and pollution. PREREQ: ESS 330.

336 Environmental Geology (3) The application of geological information to human problems encountered in natural phenomena, such as flooding, earthquakes, coastal hazards, and man-made concerns, including waste disposal, land use, and global change. PREREQ: ESS 101 or permission of instructor.

343 Geomorphology (3) Constructional and degradational forces that have shaped present landforms and are constantly reshaping and modifying landforms. Interpretation of geologic and topographic maps; field studies. PREREQ: ESS 101 and 204.

355 Intermediate Astronomy (3) An analytical and qualitative analysis of selected astronomical phenomena. Topics include telescope optics (including photographic and photoelectric attachments), lunar and planetary orbits, stellar motions and magnitudes, galactic classifications, and distances. Two hours of lecture and two hours of lab. PREREQ: ESS 111.

362 History of Astronomy (3) Development of astronomical theories from the ancient Greeks until the 20th century. PREREQ: ESS 111.

370 Introduction to Meteorology (3) A study of the principles governing the earth's atmosphere and how these principles determine weather conditions. PREREQ: Six hours of science and MAT 105 or higher.

371 Advanced Meteorology (3) A continuation of the study of the principles governing the earth's atmosphere and how these principles determine weather conditions. PREREQ: ESS 370.

405 Igneous and Metamorphic Petrology (3) Theories of the formation of igneous and metamorphic rocks based on field occurrence, physical properties, geochemistry, thermodynamics, and petrography. Classification and identification of rocks. Laboratory and field examination and analysis of rocks. PREREQ: ESS 201 and 302.

420 Structural Geology (3) Determination of the sequential development and the forces involved in the various structural features of the earth. PREREQ: ESS 201 and 302.

435 Remote Sensing (3) An introduction to the science and technology of remote sensing and the applications of remote sensing data to geology, oceanography, meteorology, and the environment. Includes a discussion of the history and principles of remote sensing; fundamentals of electromagnetic radiation; theory and types of active and passive remote sensing systems; fundamentals of image interpretation; digital analysis of LANDSAT and AVHRR data; operation of environmental satellites; and future imaging systems.

439 Hydrogeology (3) The factors that control the distribution, occurrence, and recoverability of groundwater; techniques for locating and estimating recoverable water; groundwater pollution and waste water disposal. Familiarity with calculus is recommended. PREREQ: ESS 301.

442 Geophysics (3) Gravitational, magnetic, seismic (refraction and reflection), and electrical properties of rocks and minerals in the earth. Physical principles of the earth; geophysics in relation to economic deposits. PREREQ: MAT 162 and PHY 140 or 180.

450 Sedimentation and Stratigraphy (3) Class, laboratory, and field studies of sediments, sedimentary rocks, depositional processes and environments, and diagenesis. Description, mapping, and correlation of strata to infer temporal-spatial relationships, locate resources, and interpret Earth history. PREREQ: ESS 301, 302, 331, and 343.

◆ 460 Internship (1-18) Work with industry, or local, state, or federal government agencies under faculty supervision.

Approved interdisciplinary course

◆ This course may be taken again for credit.

475 Introduction to the Planetarium (3) Principles and use of the planetarium in a teaching situation. Specific projects are assigned. PREREQ: ESS 111.

◆ **480 Special Problems (1-3)** Reports on special topics and current developments in the earth and space sciences. PREREQ: Permission of instructor.

490 Fundamentals of Soil (3) The properties of soils, edaphology, and pedology: chemical, physical, and biological factors. Soil genesis and classification.

◆ **491 Independent Study (1-3)**

 # IND 401 Applied Environmental Science (3) Students are introduced to regional environmental problem solving based on interdisciplinary, science data using GIS. Background in one of natural or applied sciences is presumed, and students without such background should contact an instructor before scheduling. Most relevant lecture material is handled as readings outside of class time which is devoted largely to environmental analysis using ArcView GIS. One half-day field trip is required.

IND 405 Modeling of Earth Systems (3) The course focuses on the use of models to understand global environmental change. It offers an in-depth exposure to the principles of modeling as well as an introduction to various models that represent components of the earth's systems. The elements of model construction are examined including principles of simplification, data collection, variable identification, and parameter specifications.

 # SCB 210 The Origin of Life and the Universe (3) An interdisciplinary course that presents the theory and evidence of the first three minutes of the universe and formation of the stars, galaxies, planets, organic molecules, and the genetic basis of organic evolution. PREREQ: High school or college courses in at least two sciences.

SCE 310 Science for the Elementary Grades (3) A course to prepare the elementary teacher for teaching science. Selected units or problems that cut across various fields of science. Methods and processes of science and available resources. PREREQ: Completion of science and mathematics general education requirements and formal admission to teacher education. Must reach junior status by the end of the previous semester.

◗ **SCE 350 Science Education in the Secondary School (3)** Philosophy, objectives, and methods of teaching science. Practical experience provided. PREREQ: Formal admission to teacher education.

SCI 101 The Carbon Cycle (3) An exploration of how the carbon cycle connects earth and life, thorugh photosynthesis, respiration, decay, rock formation and weathering, and plate tectonics. Humans have altered the carbon cycle by burning fossil fuels. Students investigate the carbon cycle on the WCU campus and consider the implications for global warming. For elementary education majors only. Team taught with the Department of Biology.

◆ This course may be taken again for credit.
\# Approved interdisciplinary course
◗ Diverse communities course

Department of Health

207 Sturzebecker Health Sciences Center
610-436-2931

Roger Mustalish, *Chairperson*
Bethann Cinelli, *Assistant Chairperson*

PROFESSORS: Cinelli, Mustalish, Nye, Sankaran, Sheehan, Shorten

ASSOCIATE PROFESSORS: Carson, Harris, James, Lacey

ASSISTANT PROFESSORS: Bill, Gross, Morgan

ADJUNCT PROFESSORS: Fellows, Kellar, Killian, Wix

The Department of Health offers four programs leading to a bachelor of science degree.

1. The B.S. in PUBLIC HEALTH is designed to provide students with the competencies needed for a career in public health. Significant changes are being made to this program. Consult the on-line catalog or contact the department for details. Students selecting this program will take a public health core of courses and select one of the concentrations from the following:
   a. PUBLIC HEALTH—HEALTH PROMOTION prepares students for a career as a public health practitioner in hospitals, health departments, health agencies, and industry. The program provides a comprehensive basic science background as well as a strong public health foundation. This is an approved program by the Society for Public Health Education (SOPHE) and AAHE.
   b. PUBLIC HEALTH—ENVIRONMENTAL HEALTH prepares students for careers as environmental scientists in industry, consulting firms, government, and academia. The program synthesizes a rigorous general scientific preparation with specialized applied courses in a wide range of environmental health science disciplines, such as industrial hygiene, hazardous waste management, and water quality.
2. The B.S. in NUTRITION AND DIETETICS prepares students for careers in dietetics, which include community nutrition, food service management, and clinical nutrition. This program meets the American Dietetic Association's (ADA) knowledge requirements for entry-level dietitians. Graduates of the program will have fulfilled these requirements. **However, following graduation students must successfully complete an ADA-accredited internship to qualify to take the registration examination for dietitians.** Graduates who pass this examination are recognized by the ADA as registered dietitians. Faculty advisers provide assistance to students in identifying and submitting applications to these postgraduate internships.
3. The B.S. in HEALTH SCIENCE is for students who have completed a certificate, diploma, or associate's degree program in such health science areas as dental hygiene, respiratory therapy, occupational therapy, medical technology, alternative/complementary medicine, and cardiovascular technology. The program gives professionals the chance to build on their technical education already received and to develop academic competency in a related field. General education requirements and health courses are needed for completion of the B.S. in health science. A school dental hygiene certification of 18 credits is offered under this degree.
4. The B.S. in RESPIRATORY CARE is offered in association with Bryn Mawr Hospital. Graduation from the program satisfies the entrance requirement for the Written Registry Examination and the Clinical Simulation Examination given by the National Board for Respiratory Care. Successful completion of these examinations qualifies the candidate as a registered respiratory therapist. Most respiratory therapists are employed by hospitals and home health care agencies.

Academic Policies

1. Repeating courses
   Department of Health majors who earn less than a C (2.0) in selected program requirements may be required to repeat such courses. Students should discuss these requirements with their advisers.
2. Overall GPAs for internships and field experiences
   a. A minimum 2.5 cumulative GPA is required of environmental health and nutrition majors for internships or field experience assignments.
   b. A minimum 2.5 cumulative GPA is required for health promotion majors for internships.

REQUIREMENTS COMMON TO THE B.S. PROGRAMS

General education requirements, see pages 36–39 48 semester hours

BACHELOR OF SCIENCE — PUBLIC HEALTH

Significant changes are being made to this program. Consult the on-line catalog ro contact the department for details. All public health students are required to complete one of three concentrations:

A. **Public Health — Health Promotion**

1. Cognate requirements — 30 semester hours
   BIO 100, 259, 269; CHE 102*; COM 101*; CSW 101; PSY 100*; SOC 200*
2. Public health core requirements — 45 semester hours
   HEA 100, 240, 242, 306, 330, 341, 342, 419, 420, 421, and 436
3. Elective requirements
   Students select one of the following options:
   a. General health promotion — 18 semester hours
      Six health electives selected under advisement with no more than six credits at the HEA 100 level and no more than six credits of HEA 435
   b. Worksite health promotion group electives — 18 semester hours
      HEA 331; KIN 185, 245, 348, 352, 361; and PEA 137
      NOTE: Students who are interested in taking the certification exam for Group Exercise Leader I from the American College of Sports Medicine will need to take all of the kinesiology and PEA courses listed above. If a student would like a higher level certification as an exercise group leader, additional course work is required. This additional course work is optional, and it is highly recommended that students consider taking the additional course credits as part of their free electives.
4. Grade requirements
   A cumulative GPA of 2.5 is needed before the start of the internship, HEA 421.
   In order to count towards the bachelor of science in public health/health promotion, public health core, and health elective classes require a minimum grade of C.

B. **Public Health — Environmental Health**

1. Cognate requirements — 36 semester hours
   BIO 110*, 204, 270; CHE/CRL 107, CHE 230; ESS 101; MAT 107, 121*; PHY 130*–140*; SMD 211
2. Environmental health core requirements — 45 semester hours
   ENV 102, 230, 250, 445, 447, 451, 452, 455, 456, 460; HEA 110, 341
3. Environmental health elective requirements — 6 semester hours
   (Two courses selected under advisement)
   ENV 360, 435, 450, 453, 462, 470, 475

BACHELOR OF SCIENCE — NUTRITION AND DIETETICS

1. Nutrition core — 46 semester hours
   HEA 200, 205, 303, 309, 312, 314, 409, 411, 412, 413, 414, 415, 416, 417; HTL 205
2. Cognates — 38 semester hours
   BIO 100*, 204, 259, 269; CHE 107*, 230, 310; CRL 107; HEA 306; MAT 121*; PSY 100*; SOC 200*
3. General education (courses selected under advisement)
4. All required HEA courses require a minimum grade of C.
5. A minimum GPA of 2.00 is required for BIO 100, 204, 259, 269, CHE/CRL 107, CHE 230, and 310.

BACHELOR OF SCIENCE — HEALTH SCIENCE – GENERAL

1. Satisfactory completion of an allied health certificate, diploma, or A.S. degree program
2. Satisfactory completion of 120 semester hours, including
   a. General education requirements
   b. A minimum of 24 semester hours earning a C or better for each course. Students must take HEA 242, 341, and 419, and 15 credits as approved by an adviser. (Health concentration courses require a grade of C or better.)

BACHELOR OF SCIENCE — HEALTH SCIENCE – RESPIRATORY CARE

1. Complete a minimum of 120 credits including the following required courses (all courses require a C or better):
   a. Cognate requirements — 26 semester hours
      BIO 100*, 204, 259, 269; CHE 100*; MAT 107*; PSY 100*; PHI 180*
   b. Major requirements — 63 semester hours
      HEA 210, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 435, 472, 473, 474, 475, 476, 477, 478, 479
2. Complete all general education requirements

Minor in Health Sciences — **18 semester hours**

Required course HEA 100 and 15 hours of other health courses selected under advisement. Nine credits must be at the 300 and 400 level. A grade of C– or better is required in each course.

Minor in Nutrition — **18 semester hours**

Required courses: HEA 205, 303, 309; HTL 205

Electives: Select three from among HEA 307, 415, 422; KIN 245, 352; PSY 481; SMD 454. A grade of C or better is required in each course.

* These required courses also satisfy general education requirements.

COURSE DESCRIPTIONS ENVIRONMENTAL

Symbol: ENV

 # 102 Humans and the Environment (3) A study of the ability of humans to survive and maintain their life quality considering the limited resources and recycling capacity of planet Earth. Note: Only one of the following courses can be completed for credit: BIO 102, ENV 102, or ESS 102.

230 Hazardous Waste Operations and Emergency Response (3) Provides students with the training required by the Occupational Safety and Health Administration and the Environmental Protection Agency to work at sites where hazardous wastes and/or hazardous materials may be stored, spilled, transported, or used.

250 Environmental Health Laboratory (3) Practical field and laboratory experience in environmental sample collection and analysis. PREREQ: CHE/CRL 107, ENV 102, or permission of instructor.

360 Air Quality and Health (4) A consideration of the types and amounts of air contaminants, the atmospheric processes that transport them, and the role of air quality in human health. PREREQ: ENV 102, or permission of instructor.

◆ 435 Environmental Health Workshop (1-6) Special workshops on contemporary environmental health issues. Topics announced at time of offering.

445 Risk Assessment (3) An examination of human health and ecological risk assessment with emphasis on exposure estimation. PREREQ: ENV 102.

447 Environmental Regulations (3) Prepares students for working with federal and Pennsylvania environmental regulations. Emphasizes use and development of Internet regulatory resources. Specific discussions and exercises related to various regulatory agencies are included. PREREQ: ENV 102, or permission of instructor.

450 Hazardous and Solid Wastes (3) Sources, characteristics, and amounts of solid and hazardous wastes and their implications for human health. Methods of collection, handling, disposal, and recycling. PREREQ: ENV 102, or permission of instructor.

\# Approved interdisciplinary course

◆ This course may be taken again for credit.

451 Toxic Substances (3) An investigation of the health problems caused by toxic substances in the workplace and in the general environment. PREREQ: BIO 204, CHE 230 (concurrent), ENV 102, or permission of instructor.

452 Industrial Hygiene (3) A study of the anticipation, recognition, evaluation, and control of health hazards in the work environment. PREREQ: ENV 102, or permission of instructor.

453 Occupational Safety (3) A study of the recognition, evaluation, and control of safety hazards in the work environment. PREREQ: ENV 102, or permission of instructor.

455 Environmental Health Seminar (3) In-depth investigation and discussions on topics of particular concern or significance to the environmental health field. Topics will be varied from year to year. PREREQ: Senior environmental health major.

456 Environmental Health Internship (12) Field placement with an environmental health department in an industry, consulting firm, or government agency. PREREQ: Senior environmental health major and a cumulative GPA of 2.50 or above.

460 Industrial Hygiene Techniques (3) Students will learn evaluation techniques for monitoring the industrial environment in a laboratory setting as well as in the field, such as checking air quality, air flow, noise, heat stress, and radiation. Evaluation of personal protective equipment, and pulmonary function and audiometric testing also will be investigated. PREREQ: ENV 102, or permission of instructor.

462 Water Quality and Health (3) An examination of the quality and quantity requirements of surface and subsurface water resources used for drinking water supplies. Laboratory included. PREREQ: ENV 102, or permission of instructor.

470 Emergency Preparedness (3) This course addresses emergency preparedness for schools, businesses, communities, and counties. Types of emergencies considered include natural disasters, failures of technology (spills, accidents, and explosions), and acts of war or terrorism.

475 Bioterrorism and Public Health (3) This course addresses the protection of the public's health and the health of workers such as first responders from biological agents that cause disease and/or death. Communication and coping strategies, group interaction, case studies, and the use of Internet resources will be integrated with response strategies, measurement techniques, personal protection, and decontamination procedures.

HEALTH

Symbol: HEA
Symbol for health labs: HTL

100 Dimensions of Wellness (3) Fundamental concepts of health and wellness exploring several health-related areas with an opportunity for personal lifestyle change conducive to better health.

103 Drugs and Society (3) Provide knowledge regarding the use and abuse of substances in our society and the impact on the individual, family, and community. Teaching strategies also will be incorporated.

104 Human Sexuality (3) Study of sexuality as it relates to self; the interrelationships with people.

106 Death and Dying (3) Current controversial issues concerning death and dying. How involved persons cope with death.

109 Health Issues of Women (3) The needs and concerns of women as consumers in our present health care system. Various biological, psychological, and social topics will be discussed.

◗ **110 Transcultural Health: Principles and Practices (3)** This course examines the health beliefs and practices of a variety of subcultural groups in the United States. Emphasis is placed on the application of multicultural health beliefs and practices. It utilizes the cross-cultural approach in meeting the health needs of clients and families. It is open to all University students, regardless of major.

◗ **200 Nutrition and Culture (3)** This course will examine the relationship of food and nutrition to multicultural practices, origins of traditional food preparation, contemporary consumption habits and disease incidence among the majority and minority populations within the United States.

205 Principles of Food Selection and Preparation (3) Nutritionally based study of the basic principles of food selection and preparation with an emphasis on food safety. Comparative study and integration of convenience food and traditionally prepared food. CONCURRENT: HTL 205.

HTL 205 Principles of Food Selection and Preparation Laboratory (2) Nutritionally based experience. Planning and preparation of convenience and traditionally prepared food. PREREQ: HEA 205 or concurrent.

206 Human Development (3) A lifespan approach to the study of human development in the physical, cognitive, and psychosocial domains.

210 Introduction to Respiratory Care (3) Consists of topics related to general health care issues as well as those of specific interest to the respiratory care profession.

220 Field Experience in Health (1) Opportunities for observation and field experience in health science settings.

230 Health Issues of School-Aged Youth (3) This course investigates current health issues relevant to students K–12 such as drug, alcohol, and tobacco use; diseases; and mental emotional health.

240 Foundations of Health (3) Introductory course for undergraduate majors in health promotion/education. Primary emphasis on the philosophical, historical, and theoretical foundations of the profession.

242 Introduction to Public and Community Health (3) This course is intended to provide the student with an overview of public and community health concepts in the United States.

245 Psycho-Social Issues of School-Aged Youth (3) An overview of fundamental concepts and content in the following health areas: mental/emotional health, stress management, the aging process, violence and conflict resolution, forcible behaviors, and death education.

300 Professional Ethics and the Health Professions (3) This course examines ethical issues relevant to the professional roles of health professionals. Students will examine ethical principles and apply a model of ethical decision making to case studies. Other areas addressed include professional codes of ethics, ethical concerns in health behavior change, health communications, and health education research.

301 Health for the Elementary Grades (3) Provides basic health content and instructional methodology for preservice elementary teachers.

303 Introductory Principles of Human Nutrition (3) Practical approach to the role nutrition and dietetics play in improving the quality of our lives—socially, physically, mentally, and emotionally. Dispelling of fads and fallacies.

304 Family Life and Sex Education (3) The purpose of this course is to prepare the health professional to develop and teach appropriate K-12 family life education curricula.

305 Contraceptive Technology and Health Issues (3) The course will teach contraceptive methods, reasons for a society's acceptance or rejection of certain methods, and the effect on the health care delivery system.

306 Curriculum and Instruction in Health (3) This course provides the knowledge and skills for the development, implementation, and evaluation of K-12 comprehensive school health curriculums.

307 Consumer Nutrition (3) Consumer approach to the roles foods and nutrition play in improving the quality of our lives—socially, physically, mentally, and emotionally. PREREQ: HEA 303 or equivalent.

309 Nutrition Through the Life Cycle (3) A study of nutritional needs and dietary concerns of people from conception to old age. PREREQ: HEA 303.

310 Love and Marriage (3) Defines love and marriage for the student and teaches the skills essential to fulfilling those needs.

312 Experimental Foods (3) A study of the chemical, physical, and biological effects of processing, storage, and food preservation on the structure, composition, palatability, and nutritive value of food. Includes one credit hour of laboratory. PREREQ: CHE 107, 310; CRL 107; HEA 205; BIO 204 may be taken concurrently.

314 Quantity Food Production (5) A basic course in quantity food production. Emphasis is placed on the essentials of operating a foodservice facility—menu planning, purchasing, storage, issuing, food production, service, distribution, and quality control. Includes two credit hours of quantity foods laboratory. PREREQ: HEA 205.

315 Mind, Body, and Health (3) Theories and practice of health and healing through the mind/body connection. Emphasis on learning/practicing techniques for health promotion.

316 Minority Health Issues (3) The purpose of this course is to promote discussion and awareness among students regarding the cultural aspects of health issues.

320 Positive Aspects of Aging (3) Describes past, present, and projected information concerning the aging process in normal human development.

325 Stress Management (3) Comprehensive survey of stress concepts, theories, and management techniques. Emphasis is placed on personal application.

330 Health Behavior (3) Individual and group health behavior of children and adults at different levels of wellness and in various settings. Past and current theories of health behavior with methods of application by health professionals will be included.

331 Health Promotion in the Workplace (3) A study of current health promotion efforts and programs for employees and management personnel at the worksite.

333 Alternative and Complementary Medicine (3) Exploration of alternative, complementary, and/or integrative medical systems and healing practices, such as homeopathy, Chinese medicine, herbal medicine, therapeutic touch, from a consumer and personal viewpoint.

335 Botanical Medicine (3) A comprehensive, evidence-based assessment of botanical medicines in health promotion, disease prevention, and symptom management.

341 Chronic and Communicable Diseases (3) A study of the disease process, including causes, effects, and control of selected diseases with an emphasis on disease prevention and health promotion. PREREQ: BIO 259/269.

◗ Diverse communities course

342 Program Planning and Evaluation (3) Provides an in-depth study of the program planning process and evaluation methods. Needed skills are developed and experience given in writing programs from assessment through evaluation with both hypothetical and real populations. PREREQ: HEA 240, 341.

370 Medical Terminology (1) An introduction to medical terminology using a programmed instruction, self-learning technique. Includes chart format, word parts, pulmonary terminology abbreviations, and an overview of respiratory anatomy.

371 Aspects of Respiratory Therapy I (2) A discussion of topics essential to the provision of comprehensive respiratory therapy. Topics include patient care, CPR, and psychosocial issues.

372 Respiratory Physiology (3) An in-depth study of breathing mechanics, pulmonary circulation, ventilation/perfusion ratios, regulation of ventilation, and gas transport.

373 Bronchopulmonary Hygiene (3) An in-depth study of respiratory care modalities used in the maintenance of bronchopulmonary hygiene, including humidity and aerosol therapy, sustained maximal inspiration, IPPB therapy, chest physical therapy, and airway maintenance.

374 Oxygen Therapy (2) An overview of basic science relevant to respiratory therapy is followed by the study of the manufacture, storage, and transport of medical gases, regulators, and metering devices, oxygen therapy, and oxygen analysis.

375 Cardiopulmonary Diseases (3) A comprehensive study of cardiopulmonary diseases and treatment. Includes pulmonary diagnostic procedures.

376 Aspects of Respiratory Therapy II (2) A continuation of HEA 371. Topics include rehabilitation, home care, administration and organization, respiratory pharmacology, and infection-control techniques.

377 Pharmacology (2) An in-depth study of various drug categories including drug-dose response and principles of absorption, distribution, metabolism, and excretion.

378 Respiratory Technology (3) Study of the equipment utilized in the delivery of respiratory care.

379 Hemodynamics I (3) An in-depth study of monitoring and evaluation techniques including modules on cardiopulmonary physiology, elecrocardiographic monitoring, and hemodynamic monitoring. Interpretation and application data is emphasized. Appropriate lab experience is included.

380 Clinical Practice I (6) An introduction to clinical respiratory care consisting of rotations through patient care areas followed by discussion of experiences and correlation to didactic work.

403 Student Teaching: Elementary School (3) Practical classroom experience in teaching health education at the elementary level. PREREQ: Must have full admission status in teacher education certification and completed a minimum of 28 credits of the required health courses including HEA 306.

404 Student Teaching: Middle School (6) Practical classroom experience in teaching health education. PREREQ: Must have full admission status in teacher education certification and completed 34 credits of the required health courses including HEA 306.

405 Student Teaching: Secondary School (6) Practical classroom teaching in health education. PREREQ: Must have full admission status in teacher education certification and completed 34 credits of the required health courses including HEA 306.

408 Dental Hygiene: Field Experience (6) Field experiences for dental hygienists who are working towards certification as public school dental hygienists. PREREQ: EDF 100, EDM 300, EDP 250 and 351, and HEA 306.

409 Professional Skills in Dietetics (3) A focus on the development of nutrition counseling and communication/media technology skills. An appreciation of multiculturalism will be promoted. A familiarization with dietetics-related professional organizations, graduate school opportunities, and dietetic internships will be provided. Assistance with the dietetic internship and graduate school application process will be given. PREREQ: All professional courses except HEA 414, 415, 416.

410 Mental Health (3) Designed to aid persons in improving their understanding of themselves and others. Emphasis on ways to recognize mental health problems.

411 Advanced Human Nutrition I (3) In-depth examination of the digestion, transport, and metabolism of carbohydrates, lipids, and proteins. Special emphasis is placed on metabolic interrelationships and hormonal control of the three processes mentioned above. PREREQ: BIO 110, 259, 269; CHE 103, 104, 230, 310; CRL 103, 104; HEA 303; HEA 309 may be taken concurrently.

412 Advanced Human Nutrition II (3) In-depth examination of the digestion, transport, and metabolism of vitamins, minerals, and water. Special emphasis is placed on digestive and metabolic interrelationships and hormonal control. PREREQ: HEA 411.

413 Medical Nutrition Therapy I (3) This course covers nutritional assessment, drug-nutrient interactions, nutritional therapy in diseases of infancy and childhood, gastrointestinal diseases, diseases of the liver and gallbladder, and surgery. PREREQ: HEA 341, 412.

414 Medical Nutrition Therapy II (3) This course covers nutritional therapy in coronary heart disease and hypertension, diabetes mellitus, renal disease, cancer, and disabling diseases. PREREQ: HEA 413.

415 Community Nutrition (3) A study of the community nutrition programs and services at all levels of development. Course covers nutrition program planning, implementation, and evaluation; socioeconomic and cultural context of programs and services; an examination of the political and legislative process as it relates to nutrition legislation; and the role of the community nutritionist. PREREQ: HEA 242, 303, 309.

416 Foodservice and Nutrition Systems Management (3) A study of the organization and administration of foodservice systems and the functions and responsibilities specific to management: decision making, planning, organizing, staffing, leading, and controlling. Management of human resources, food, materials, capital, facilities, and markets as related to various hospitality systems will be examined. PREREQ: HEA 306 and 314.

417 Foodserves and Nutrition Systems Management II (3) A study of the organization and administration of foodservice and nutrition systems as well as the functions and responsibilities specific to management; controlling facilities, budgeting, facilities planning and design, buying and installing foodservice equipment, and marketing. Management of human resources, food, materials, capital, facilities, and markets as related to various hospitality systems will be examined. PREREQ: HEA 416.

419 Research Methods in Health (3) This course will give students an introduction to research issues in the health professions. Students will gain an understanding of the reasons for research, designing research studies, research techniques, principles of instrumentation, data interpretation, and data presentation. PREREQ: Successful completion of a WCU (or equivalent) math course at the 100 level or above.

420 Health Marketing and Communications (3) The purpose of this course is to prepare students for work experiences as a health educator. Major emphasis will be placed on marketing and health communication strategies. PREREQ: HEA 341, 342, and all required chemistry and biology courses.

421 Public Health Internship (12) A practical, full-time work experience in a hospital, public health agency, or company, jointly supervised by an on-site supervisor and a public health faculty member. PREREQ: HEA 419, 420, and a cumulative GPA of 2.5 or above.

422 Nutrition for Health, Fitness, and Sport (3) Study of nutrition and its effects on health, development, and performance; sound nutrition guidelines for optimal health and physical performance; energy and energy pathways as keys to physical activity; nutrients relative to health and physical performance; dining away from home; substances proposed to enhance performace; body composition and weight control. PREREQ: HEA 303 or permission of instructor.

◆ **425 Independent Study (1-3)** The student will initiate a health-related research study or project under faculty supervision.

◆ **435 Health Workshop (1-6)** Special workshops on contemporary health problems and issues. Topics announced at time of offering.

436 Health Care Delivery: Trends, Challenges, and Opportunities (3) This course will provide an overview of the organization and financing of the current U.S. health care system, the need for reform, and initiatives to meet the health needs of all Americans.

438 Understanding AIDS/HIV Infection (3) Students will learn basic information about the disease process, transmission and risk behaviors, treatment options, and legal and ethical issues surrounding HIV infection. Primary emphasis will address the impact of AIDS/HIV on those with the disease, as well as the psychosocial factors influencing partners, family members, and health care professionals. Societal responses to the AIDS/HIV epidemic also will be interwoven throughout the topics. Course format will include lecture and discussions, viewing of videos, interaction with guest speakers, and individual areas of interest. No prerequisites needed. Open to all majors.

440 School Health Programs (3) This course provides an overview of comprehensive school health programs. Specific focus is on program development, implementation, and evaluation.

472 Mechanical Ventilation (3) A comprehensive study of mechanical ventilation, including the physiology of positive pressure breathing, techniques of ventilation, characteristics of commonly used ventilators, and monitoring of the ventilator-patient system.

473 Life Support System (3) An in-depth, comprehensive study of mechanical ventilators and other life support equipment.

474 Pulmonary Function Evaluation (2) A comprehensive study of various pulmonary function evaluation techniques. Includes bronchoscopy and arterial blood gas analysis.

475 Pediatric/Neonatal Respiratory Care (2) A comprehensive study of neonatal and pediatric respiratory care, including fetal lung development,

◆ This course may be taken again for credit.

pathophysiology of the neonate and pediatric patient, and related respiratory care procedures.

476 Clinical Practice II (4) An introduction to critical and specialized respiratory care areas followed by discussions and correlation to didactic work.

477 Hemodynamics II (3) An advanced continuation of the topics addressed in HEA 379 hemodynamics I.

478 Respiratory Therapy Seminar I (3) Includes critical, written analysis, and discussion of pertinent respiratory care literature as well as elements of research relevant to the respiratory care profession. The students culminate their study of respiratory care by designing and implementing a miniresearch project.

479 Clinical Practice III (8) An intensive exposure to critical care and specialized areas of respiratory care. Performance evaluation of therapies and procedures to include mechanical ventilator set-up and evaluation, neonatal ventilator set-up, pulmonary function assessment, arterial line set-up, and arterial line blood withdrawal.

Department of History

506 Main Hall
610-436-2201

Richard J. Webster, *Chairperson*

PROFESSORS: Davidson, Foster, Hardy, Heston, Hewitt, Peters, Webster

ASSOCIATE PROFESSORS: Boes, Friedman, Gedge, Jones, Kirschenbaum

ASSISTANT PROFESSORS: Hanley, Legg, O'Connor, Thames-Leonard

The student of history seeks to re-create the past (or, more precisely, as much of it as possible) in a rational manner, not only to explain and understand the past for its own sake, but also to identify our age with earlier times. The student is concerned with the origins, development, and relationships between past people and events and, from the multiplicity of credible and sometimes conflicting evidence, renders judgments on causation and consequences. He or she seeks to achieve a sense of the past. Among the careers open to history majors are the law, government service, teaching, research, journalism, and business. Indeed, a strong preparation in history can lead to possibilities in virtually every field of endeavor.

BACHELOR OF ARTS — HISTORY

1. General ed. requirements, see pages 36–39 — 48 semester hours
2. Foreign language requirement — 0-12 semester hours
3. Required history courses — 15 semester hours
   HIS 101, HIS 102, HIS 151, HIS 152, HIS 200
4. History concentrations — 24 semester hours
   Students choose one of three concentrations.

   American history concentration

United States history	9 semester hours
European history	6 semester hours
World/regional history	6 semester hours
HIS 400 seminar	3 semester hours

   European history concentration

European history	9 semester hours
United States history	6 semester hours
World/regional history	6 semester hours
HIS 400 seminar	3 semester hours

   World/regional history concentration

World/regional history	9 semester hours
European history	6 semester hours
United States history	6 semester hours
HIS 400 seminar	3 semester hours

   United States history courses:
   HIS 329, 343, 344, 350, 352, 356, 357, 358, 360, 361, 362, 364, 365, 366, 367, 368, 369, 370, 371, 373, 380, 390, 399, 445, 450, 451, 455, 458, 460, 462, 474, 480

   European history courses
   HIS 318, 319, 320, 321, 322, 323, 324, 328, 329, 330, 331, 332, 333, 390, 398, 415, 416, 420, 421, 422, 423, 425, 427, 428, 435, 445, 450, 458, 460, 480

   World/regional courses
   HIS 301, 302, 305, 306, 308, 311, 312, 314, 315, 316, 317, 318, 348, 349, 375, 380, 390, 397, 406, 407, 411, 412, 415, 445, 450, 458, 460, 480
5. Cognate courses — 9 semester hours
   Three cognate courses selected from art history, literature, music history, or philosophy, or another selection of courses under advisement
6. Additional free electives to complete 120 semester hours

Students in the bachelor of arts in history program can complete an elective course of studies that will lead to teacher certification in secondary ccitizenship education (formerly social studies). See department adviser for details.

ELECTIVE CITIZENSHIP EDUCATION TEACHER CERTIFICATION PROGRAM (formerly Social Studies)

The program of study is designed to assure that prospective citizenship education teachers possess the knowledge, capabilities, and dispositions associated with the concepts, tools of inquiry, and structures of the disciplines that make up citizenship education, and that they are able to create learning experiences which make these aspects of the subject matter meaningful for learners. The course of study emphasizes ten thematic strands:

- Culture and cultural diversity
- Time, continuity, and change
- People, places, and environment
- Individuals, groups, and institutions
- Power, authority, and government
- Production, distribution, and consumption
- Science, technology, and society
- Global connections
- Civic ideals and practices
- Individual development and identity

Program of Study

Students interested in teaching citizenship education in secondary schools may pursue a bachelor of arts in history while earning state certification in citizenship education (formerly social studies). West Chester University's program is accredited by the Pennsylvania Department of Education, the National Council for the Social Studies, and the National Council for Accreditation of Teacher Education.

Requirements

1. General ed. requirements, see pages 36–39 — 48 semester hours
2. Professional education, see page 139 — 33 semester hours
3. History requirement — 39 semester hours
   See above, bachelor of arts – history
4. Foreign language requirement — 0–12 semester hours
5. Cognate courses — 9 semester hours
   Selected under advisement
6. Elective
   Selected under advisement
   This is an elective program that is pursued in conjunction with the bachelor of arts in history.
   Close advisement is encouraged. NOTE: Some of the above courses meet two requirements.

7. Satisfy University and department requirements for admission to teacher education, see page 146.
8. Satisfy University and Pennsylvania Department of Education requirements to complete certification, see pages 146–147.

History Minor **18 semester hours**

Students may obtain minor recognition on their transcript so that their concentrated choice of free electives will be recognized.

1. Required courses 6 semester hours
   One course between HIS 101 or 102, and one course among HIS 150, 151, or 152
2. Electives 12 semester hours
   Choose under advisement four 300- and/or 400-level courses from three groups: United States, European, World/Regional History (six semester hours in one group; three semester hours in each of the others)

This minor may be taken as one of the minors in the bachelor of arts or bachelor of science in liberal studies general degree program.

COURSE DESCRIPTIONS
HISTORY

Symbol: HIS unless otherwise shown

101 History of Civilization I (3) Cultural elements and social institutions in the West and the East from earliest times through the Renaissance.

102 History of Civilization II (3) Developments in civilizations from 1500 to the present, with emphasis on Western civilization and its interrelationships with the non-Western world.

150 The American Experience (3) The history of the United States, with emphasis on major themes, ideas, and developments — nationalism, sectionalism, imperialism, industrialism, and others.

151 History of United States I (3) The social, economic, political, and intellectual development of the United States from the beginning of the Colonial period through Reconstruction.

152 History of United States II (3) A comprehensive history of the United States from 1865 to the present, examining the economic, political, and cultural development of American society, and the evolution of American foreign policy.

300 Varieties of History (3) Historical research techniques. Methodology, historiography, and varieties of history. Required of all history majors. PREREQ: Two 100-level HIS courses.

301 History of South Asia (3) A historical study of developments on the Indian subcontinent (India and Pakistan), the course also considers those areas of Southeast Asia (Burma and Thailand) that have been traditionally influenced by the course of Indian events.

 # 302 Modern India (3) Social, religious, and cultural underpinnings of modern India against a backdrop of the subcontinent's chronological development. Hindu and Muslim traditions discussed in terms of their own social, religious, and historical dynamics and as examples of complexities of national integration.

305 Modern China (3) Survey of the historical and cultural background of China. Emphasis is given to the significance of China's modern period and its impact on world affairs.

 # 306 Chinese Civilization (3) Study of dominant cultural, philosophical, and historical patterns that have influenced the development of China as it is today and the traditional way in which Chinese approach their own history.

 # 308 Introduction to the Islamic World (3) Study of the religio-cultural heritage of the Islamic world against a historical background. Selected areas of Middle, South, and Southeast Asia will be utilized to illustrate the flowering of Islamic arts, architecture, and poetry. Includes geography component.

311 History of Africa to 1875 (3) A survey of African history to 1875, providing regional coverage of the entire continent, and an examination of African oral traditions.

312 History of Africa Since 1875 (3) A survey of African history since 1875, focusing on European colonialism, African resistance, and contemporary developments.

314 Latin American Women's History (3) Examines Latin American women 1500 – present. Focuses on intersections of class, race, and gender; relations between private and public spheres; changing women's experiences over time.

■ 315 Colonial Latin America (3) Pre-Columbian period, colonial Latin America, and movements for independence; Indian, European, and African backgrounds; government, economy, society, religion, culture, and enlightenment. Interaction of diverse cultures in the New World.

■ 316 Modern Latin America (3) Latin America in the 19th and 20th centuries; liberalism, conservatism, dictatorship, revolution, socialism, industrialization, agrarian reform, cultural-intellectual achievements, and international relations. Topical approach, using individual countries as case history illustrations.

■ 317 History of Mexico (3) Mexico from Pre-Columbian period to present, including civilizations of Mayas and Aztecs, Spanish conquest, Colonial period, movement for independence era of Santa Ana, La Reforma, Diaz dictatorship, Mexican Revolution, cultural-intellectual achievements, international relations, and modernization of Mexico since the Revolution.

■ 318 The Ancient World (3) Classical Greece and Rome with consideration of economic, social, intellectual, and political history. Selected writings of the ancients.

■ 319 Medieval Europe (3) Western Europe from the fall of Rome to approximately 1300. Economic, social, political, and intellectual developments in the major kingdoms of the West; the history of the Universal Church.

320 Renaissance and Reformation (3) Political, economic, social, and cultural forces that emerged in Europe from 1300 to 1650. The evolution of modern states and the rise of the middle class.

321 Everyday Life in Early Modern Europe (3) An examination of the daily lives of Europeans of various social backgrounds from the 15th to 18th centuries. Topics will include dress, diet, recreation, labor, and medicine.

322 Family and Women in Europe: Renaissance to Industrial Revolution (3) Focuses on private and public aspects of the family in various European countries, and the role and everyday life of women of diverse social backgrounds. Special attention is given to changes over time.

■ # 323 Austrian Civilization (3) An interdisciplinary study of Austrian civilization, 1848–1938. Emphasis is placed on fin-de-siecle Vienna, not only as its pivotal role in Austrian culture but also as a testing ground for modernism in the West.

■ 324 Imperial Russia (3) Russian history from from Peter the Great to the February revolution of 1917. Emphasis on issues of modernity and ethnic identity.

328 The French Revolution and Napoleon (3) A study of key social, political, and cultural themes of the French Revolution from its origins during the ancient regime to the fall of Napoleon Bonaparte.

329 Gender and Peace (3) Examination of the ways in which social constructions of gender intersect with perceptions of war and peace.

■ 330 Conflicts in Modern Europe (3) Power politics in Europe; alliances and counteralliances; imperialism; First World War and Versailles peace settlements; emergence of totalitarian ideologies.

331 20th-Century Europe (3) European fascism and communism; totalitarianism confronts liberalism; interaction between domestic politics and foreign policy; polarization of European politics; disintegration of the political institutions of the traditional state.

332 The Holocaust (3) Focuses on ethnic, nationalistic, economic, and religious causes of the Holocaust, including 20th-century Nazism, racism, and anti-Semitism; study of the Nuremburg trials.

333 European Economic History (3) European demographic and technological change; trade unions; agriculture; trade; the entrepreneur; distribution of income and welfare from the 10th century to the present.

343 Colonial America (3) Examination of the colonial experience of Europeans in the parts of America that became the United States, from Columbus's voyage in 1492 to the eve of the Revolutionary War.

344 History of Pennsylvania (3) The founding and development of Pennsylvania from its Colonial beginnings to the present with emphasis on the relation of the past to the present.

■ 348 The Bible in History (3) The Bible as a historical record. From the Pentateuch through the prophetic literature, the Apocrypha, the Pseudepigrapha, and the Dead Sea Scrolls to the New Testament. Historical records of the ancient Near Eastern civilizations will be compared with Biblical sources.

349 The Jew in History (3) Review of the 4,000 years and five civilizations that have welcomed the

Approved interdisciplinary course
■ Culture cluster

Jewish people. Emphasis on the Jews in contemporary society.

350 American History at the Movies (3) Examines the relationship between academic scholarship and the presentation of American history in film.

352 Modern American Military History (3) The role of the American military in shaping the course of the nation in the 20th century.

356 U.S. Environmental History (3) An examination of the transformation of the American landscape, the history of American environmental policy, and the development of today's environmental crisis.

357 Diplomatic History of the United States (3) The theory and practice of American diplomacy from Colonial times to the present with emphasis on the 20th century.

358 Economic History of the United States (3) The economic development of the American nation as it evolved from a frontier, agricultural country into an urban, industrial power.

360 Technology and American Life (3) Promises and practices of American life in response to the interaction of American forms, values, and scientific-technological change from the Colonial period to the present.

361 Constitutional History of the United States (3) The development of the Constitution of the United States from the Philadelphia convention to the present with emphasis on major Supreme Court decisions.

◗ **362 Violence in America (3)** A study of violence in American society as an instrument of change and a method of social control.

364 U.S. Urban History (3) A survey of the rise of the American city from early Philadelphia to the modern metropolis. The recurring themes of growth, immigration, social mobility, city politics, city planning, urbanism, and suburbanism.

365 Popular Culture in 20th-Century America (3) An examination of the rise of American mass consumer culture, commercialization of leisure, development of the mass media, and redefinition of normal and deviant behaviors.

366 The Turbulent Sixties (3) Examination of the stress and conflict in American politics, arts, literature, and society of the 1960s.

367 American Material Culture (3) An interdisciplinary study of American civilization through the examination of its built environment and crafted and manufactured artifacts from the colonial period to the mid-twentieth century.

368 Gay America (3) Encompasses four hundred years of gay and lesbian history, culture, and politics, from colonial settlers and Native American cultures to the present with emphasis on the 20th century.

369 American West (3) Exploration of the historical and mythical American West, from pre-Columbian America to the present.

370 American Indians (3) A survey of Indian civilization on the continent of North America and the confrontation of this civilization with white culture.

371 Manhood in America (3) Examines American manhood from 1600 – present. Focuses on intersections of class, race, and gender; relations between private and public spheres; changing men's experiences over time.

◗ **373 African-American History (3)** A survey of African-American history from 15th century West Africa to the present that focuses on the evolution of African-American culture and identity, and the struggle for freedom and racial equality.

375 A History of the Arab-Israeli Conflict (3) This course will examine the history of the Arab-Israeli conflict and the factors that both encourage and impede resolution. Consideration will also be given to the history of the U.S. involvement in the conflict.

380 The History of U.S. Involvement in the Middle East (3) Examines U.S. involvement in the Middle East in the 19th and 20th centuries. Consideration will be given to religious, economic, and diplomatic activities as well as involvement in the Arab-Israeli conflict.

390 Historical Controversy on the World-Wide Web (3) Students evaluate Web presentations of a major historical controversy. PREREQ: One University-level history course, preferably HIS 102.

◆ **397 Topics in World History (3)** Topics may vary each semester. Emphasis on student research and discussions.

◆ **398 Topics in European History (3)** Topics may vary each semester. Emphasis on student research and discussions.

◆ **399 Topics in U.S. History (3)** Topics may vary each semester. Emphasis on student research and discussions.

400 Seminar (3) In-depth research, study, and discussion of a selected historical topic. Topics will vary. Recommended for seniors. PREREQ: HIS 200.

406 20th-Century Japan (3) The course deals with Japan's role in Asian and world affairs from the Meiji Restoration of 1868 through the World War II period. Concludes with an assessment of Japan's post-World War II role as an economic power positioned to re-emerge as a major political entity.

407 History of Brazil (3) A general survey of Brazil from 1500 to the present. Emphasis will be placed on economic and political issues, slavery and race relations, literature, and current ecological problems relative to the Amazon Basin.

◆ **410 Independent Studies in History (1-3)** Research projects, reports, and readings in history. Open to seniors only. PREREQ: Permission of department chairperson.

411 Middle East to 1700 (3) The historical evolution of the Middle East from just before the time of Muhammad until 1700. The course seeks to promote an understanding of the nature and rise of the religion of Islam, the spread of Islamic civilization, and the evolution of the Arab and Ottoman empires.

412 Middle East Since 1600 (3) The historical evolution of the Middle East from 1600 to the present. The course seeks to promote a historically sound understanding of the conflicts and differences between Western and Middle Eastern societies, as well as the continuing interplay of secular and religious forces in the history of the region.

◗ **415 Science in History (3)** This course offers an introduction to the historical evolution of modern science. Emphasis is placed on the life and achievements of noted scientists against the backdrop of their time and culture. Consideration is also given to the impact of developing science on the shaping of Western values.

416 Crime and Punishment in Europe, 1450-1789 (3) Focuses on the historical development of criminal law, criminalization processes, court procedures, the use of judicial torture, crime rates, personal characteristics of the sentenced criminals, and the punishments they received.

■ **420 Biography of Modern European Women (3)** A discussion of biography as a form of historical writing and writing about women.

421 History of England to 1688 (3) The British people and their mores, institutions, and achievements from the earliest times to the Glorious Revolution.

422 History of England Since 1688 (3) England as a world leader during the Commercial and Industrial revolutions, the evolution of the democratic process, and the emergence of liberalism followed by the democractic welfare state.

■ **423 Modern Germany (3)** Germany in the 19th and 20th centuries: Napoleonic era, rise of Prussia, nationalism and unification, imperialism and World War I, National Socialism, World War II, and divided Germany.

■ **425 Twentieth-Century Russia (3)** Its rise and fall in light of traditional Russian patterns and the communist experiment.

■ **427 Modern France: 1789 to Present (3)** A survey of modern France from the Revolutionary era through the turbulent 19th century to the post-World War II recovery. Major themes include the social cultural political, and economic aspects of modern and contemporary France.

428 History of Spain (3) Focuses on political, religious, economic, and social aspects of Spain from the Roman period to the present. Special attention is given to the "Reconquista spirit" and the Spanish civil war.

■ **435 European Intellectual History Since 1800 (3)** A cultural history of ideas in 19th- and early 20th-century Europe.

445 Oral History (3) Students select, design, and carry out a project of original historical research, recording broadcast-quality oral history interviews with elderly informants.

◆ **450 Internship in History (1-3)**

◗ **451 Women in America (3)** American women's daily routines, social roles, and search for rights and identity since Colonial days. Recent goals, values, and conflicts.

455 American Intellectual History (3) Political and economic thought, theology, science, philosophy, and literature.

458 History of the Cold War (3) Origins and evolution of the Cold War with emphasis on the rationale for, and objectives of, American foreign policy since 1945. Includes an examination of the historical interpretations of the era.

460 Field Studies in History (3) A fully supervised learning experience designed to expose students to the culture, artifacts, and research facilities of a given country or area.

462 Social and Cultural History of the United States (3) The evolution of American society with emphasis on the impact of improving material conditions in labor, the arts, education, religion, social mores, and family life. The changing status of women, blacks, and immigrants.

474 American Religions (3) The changes of American religion from the Pilgrims of New England to the cults of California.

480 Computer Applications in Historical Research (3) Methods of historical research and analysis based on the use of personal computers.

◗ Diverse communities course
■ Culture cluster
◆ This course may be taken again for credit.

Honors Program

131 Francis Harvey Green Library
610-436-2996
610-436-2620 (fax)
honors@wcupa.edu (e-mail)

Kevin W. Dean, *Director*
Elizabeth M. Nollen, *Assistant Director*

HONORS COUNCIL

Dena Beeghly, *Literacy*
Melissa Cichowicz, *Chemistry*
Diane DeVestern, *Student Affairs*
Elizabeth Douty, *Student Representative*
Sandra Fowkes-Godek, *Sports Medicine*
Charles Hardy, *History*
Marsha Haug, *Director of Admissions, ex-officio*
Brittany Lare, *Student Representative*
David Levasseur, *Communications Studies*
Anne-Marie Moscatelli, *Foreign Languages*
Frauke Schnell, *Political Science*
David Sprenkle, *Applied Music*

Program Design

We believe that an honors education should instill in students the desire to be active, contributing members of their societies. Our mission is summarized best in our motto: "To be honorable is to serve." The aim of the honors program is to provide an inviting environment for academically gifted and highly motivated students to interact and form a learning community of peers, faculty, administrators, and staff that will challenge and enrich the students' college experience. Grounded in the liberal arts tradition, the honors program seeks cross-disciplinary connections in order to develop students' natural intellectual abilities and to challenge them to employ those gifts on behalf of the larger community. For this reason, the West Chester University honors program considers "honors" to be more than a matter of strong grades. Honors implies a decision to use the gift of knowledge as an active problem solver in both the campus community and in the world. To that end, the honors program seeks to build character and foster a commitment to lifelong learning that prepares leaders for the 21st century. The Honors Council, composed of representative faculty, staff, and students, assists the director in formulating and making recommendations about the program.

Honors program membership comprises students with outstanding achievements in scholarship, community service, the arts, and/or leadership. Membership in honors is competitive with a maximum of 40 additional seats open each fall. Current membership includes students from 39 different academic majors. Incoming freshman and transfer students normally are invited to apply to the program if they demonstrate at least two of the following: a) minimum high school GPA of 3.5; b) minimum SAT score of 1200; c) top 20 percent of graduating class; d) record of achievement in high school honors/AP courses. Candidates are reviewed and selected on the basis of commitment to service, leadership potential, and fit with the program's philosophy. Currently enrolled students, who have a cumulative grade point average of 3.25 or higher, may apply for membership through the Honors Office. Honors seminars at the 300/400 level are open to all students with a minimum of 3.25 GPA.

Membership in the honors program enables students to enhance their strengths through a specially designed 27-hour core of cross-disciplinary courses that, with an additional mathematics or science course, meet general education requirements for honors students. Cross-disciplinary means that all courses in the core will contain information drawn from a minimum of two academic disciplines. The 27-hour honors core incorporates 100- and 200-level courses. The three courses at the 100 level, to be completed during the student's first year in the program, focus on personal development, including physical and psychological well being, communication, and ethics and morality in a technological age. Courses at the 200 level, completed by the middle of the student's third year, build upon the learner's knowledge of self and address broader perspectives of community and social change. Learners study significant historical and contemporary figures, literary works, and the context in which they helped model society. Students become aware of the economic realities that impact change and discover how educational and political structure, science, and the fine arts influence society. Honors certification is awarded upon completion of the core 27 hours, two upper-level, cross-disciplinary honors seminars, and a capstone project. Students completing the full honors program receive designation on their University transcript and the right to wear a medallion of achievement at commencement. Recognition at commencement is based on the student's academic record as of the completed semester prior to commencement.

In order to be in good standing with the honors program, students must maintain a 3.25 cumulative grade point average, be active in a minimum of one campus co-curricular activity, and regularly register for the sequence of honors core courses and seminars. Failure to maintain these requirements will cause the student to be placed on probation from honors and may lead to the student's dismissal from the program. Program probation and dismissal follow these procedures: Once a student in the honors program has earned 31 credit hours, his or her cumulative grade point average will be reviewed. If the student's average is below a 3.0, the student will be dropped from the program. If a student's average is below a 3.25 but not below a 3.0, the student will be placed on program probation for two semesters during which time the student is expected to raise his or her cumulative average to a 3.25. If at the end of the two semesters the cumulative average is not a 3.25 or higher, the student will be dismissed from the program. Students also may be placed on probation if they are not actively participating in a minimum of one campus co-curricular activity or if they are not regularly registering for and completing the sequence of honors core courses and seminars. While the student is on program probation, his or her rights to priority scheduling will be suspended. No student will be eligible for honors certification without maintaining a 3.25 cumulative average by the time of completion of the honors program's required elements.

Students dismissed from the honors program may seek reinstatement by contacting the honors program director. Students may appeal the dismissal or probationary action for extraordinary circumstances by contacting the honors director who will take the appeal before the Honors Council for final decision.

Any student who is dismissed from honors or voluntarily chooses to leave the program may not seek admission to the supplemental certification program.

Honors Supplemental Certification Program. Nonhonors program students who have earned a minimum of 45 credits and a minimum 3.25 cumulative GPA may apply for the supplemental certification program, which affords all benefits of full program membership. To receive certification, students need to complete a minimum of 12 hours of honors course work at the 300/400 level and demonstrate active contributions and service to co-curricular elements of the campus community. It is the general practice for a minimum of two 300-level or above courses to be offered each semester. These are small group (10–20 students) seminar offerings that are interdisciplinary with writing emphasis and have no prerequisites. Students may petition, on special circumstances, to substitute an HON 400-level independent study for three hours of credit.

The Bonner AmeriCorps Leaders Program. Honors students who have successfully completed their first year in the program may qualify for a Bonner AmeriCorps service-learning scholarship. An education voucher of $1,000 will be awarded to students who verify 300 hours of community service during a calendar year. After the successful completion of an initial year, students may be eligible for a second scholarship opportunity. Applications are available in the Honors Office.

COURSE DESCRIPTIONS
HONORS PROGRAMS
Symbol: HON

100 Self-Awareness and Development (3) Focus on methods individuals use to develop skills in the physical, cognitive, emotional, and social aspect of life. A holistic approach to both physical and mental aspects will be addressed. Methods for enhancement and maintenance of strengths will be discussed as well as approaches to risk taking.

211 Decision Making and Public Discourse (3) Examination of the role of ethical dialogue and debate in public policy making of rotating topics such as the environment or health care. Emphasis on logic and critical thinking as key roles in identifying problems, devising solutions, and evaluating proposed policies. Consistent with the emphasis on the public forum, students will develop public speaking and critical listening skills.

212 Ethics and Moral Choice in a Technological Age (3) Approaches to ethical recommendation and moral decision-making processes. Engagement of the scientific approach by using case studies from genetics, ecology, physics, chemistry, and computer science to allow students to confront ways traditional views of ethics and moral decision making apply to a contemporary world.

310 Theories and Strategies of Community Change (3) Spectrum of approaches to social change and significant figures who make these changes possible. Works of historical and sociological literature, including biographies and autobiographies of key figures, will be identified as a basis for observation of how thinkers of the past identified key issues and articulated solutions to those problems.

311 Economic Themes in Literature (3) Foundations of market and nonmarket economies as they relate to good stewardship and civic responsibility. Fusing literature and economics, the values and limitations of market capitalism and command socialism will be addressed.

312 Educational Systems and Social Influence (3) An introduction to philosophy, history, and sociology of American education. The evolution of the school as an institution in a democratic society; its relationships to issues dealing with race, class, gender and ethnicity; the geographical implications the school has for the community and vice versa; the degree to which school should and/or can serve as agents for social change.

313 American Government, Democracy and Public Opinion (3) Influence of the role of public opinion in a democracy by examination of how individuals form their opinions and how those opinions influence government and public policy making. Such areas as government structure, political thought, and sociologic and geographic influences will be covered.

314 Science, Technology, and Environmental Systems (3) Impact of technology and the environment as forces of influence on communities. The lab course will combine a historical overview with a contemporary focus on ways the science community is developing and regulating ideas for the future. Laboratory field experiences will involve data collection and observation in a variety of environmental contexts (2,3).

315 Community and the Arts (3) Investigation of the arts as agents of social change and influence. Significant historical and contemporary works from art, dance, music, and theatre will be identified for case analysis.

351 Seminar (3) First of two special topics offered fall semester. Subject matter rotates and is determined by the honors director and the Honors Council through competitive submission from University faculty. Seminars are designed to be interdisciplinary and to have a writing emphasis.

352 Seminar (3) First of two special topics offered spring semester. Subject matter rotates and is determined by the honors director and the Honors Council through competitive submission from University faculty. Seminars are designed to be interdisciplinary and to have a writing emphasis.

381 Symposium in Arts and Humanities (3) Investigation of leadership issues as they are found within special topics in the arts and humanities.

382 Symposium in Social and Behavioral Sciences (3) Investigation of leadership issues as they are found within special topics in the social and behavioral sciences.

383 Symposium in the Sciences (3) Investigation of leadership issues as they are found within special topics in the sciences.

451 Seminar (3) Second of two special topics offered fall semester. Subject matter rotates and is determined by the honors director and the Honors Council through competitive submission from University faculty. Seminars are designed to be interdisciplinary and to have a writing emphasis.

452 Seminar (3) Second of two special topics offered spring semester. Subject matter rotates and is determined by the honors director and the Honors Council through competitive submission from University faculty. Seminars are designed to be interdisciplinary and to have a writing emphasis.

480 Senior Project (3) Students identify and/or investigate a topic for in-depth study that involves a crossdisciplinary inquiry approach.

490 Capstone Project (3) Students will identify and investigate a problem in a community business, nonprofit agency, or research laboratory, and then work to solve the problem. Students will be expected to play an active role in the problem-solving effort and contribute a minimum of ten hours each week to help solve the problem. Students will seek interaction with the CEO, senior officer(s), and/or senior investigators of the business, agency, or laboratory, who will serve as leader models for student study. While projects are generally completed in the senior year, students may register for this course upon completion of the 27-hour core or by special permission of the honors program director.

Interdisciplinary Programs

West Chester University offers three interdisciplinary programs leading to a bachelor of arts degree:

- American Studies
- Comparative Literature Studies
- Women's Studies

West Chester also offers five interdisciplinary programs leading to transcript recognition:

- Ethnic Studies
- Latin American Studies
- Linguistics
- Peace and Conflict Studies
- Russian Studies

These programs give students the opportunity to develop a synthesis of knowledge from several disciplines. See individual programs for course sequences.

American Studies Program

500 Main Hall
610-436-2681

AMERICAN STUDIES COMMITTEE

Karin E. Gedge, *History*
Charles A. Hardy, *History*
Sterling E. Murray, *Music History*
C. James Trotman, *English*
Richard J. Webster, *History, Coordinator*

Students are introduced to a broad spectrum of American culture, and are encouraged to study an area in depth and to develop career interests through concentrations in American art history, African-American studies, historic preservation, environmental studies, journalism and editing, and museum studies. An optional internship provides on-the-job experience.

BACHELOR OF ARTS — AMERICAN STUDIES

1. General ed. requirements, see pages 36–39 48 semester hours
2. Foreign language/culture requirements 0-15 semester hours

3. Required core 21-30 semester hours
   AMS 200 (3)
   AMS 367 (3)
   AMS 400 (3) or AMS 415 (1-15)
   HIS 151-152 (6)
   LIT 200-201 (6)
4. Elective core 18 semester hours
   Six American-topic courses are to be taken in anthropology, art history, geography, history, literature, music history and literature, philosophy, political science, and sociology, with no more than two courses from one discipline.
5. Elective concentration
   A student must take enough courses to ensure that a minimum of 120 semester hours are completed successfully. Each American studies major must submit for approval a proposed course of study at the beginning of the junior year. For guidance consult the American studies program coordinator.

Minor in American Studies **18 semester hours**

For transcript recognition of an American studies minor, a student must take 18 semester hours allocated in the following areas:

American studies (6)
American history, preferably HIS 151 or HIS 152 (3)
American literature, preferably LIT 200 or LIT 201 (3)
American topics: One course from the arts, literature, or philosophy, and one course from history or social and behavioral sciences, or other courses approved by the adviser. (6)

COURSE DESCRIPTIONS
AMERICAN STUDIES

Symbol: AMS

 # 200 American Civilization (3) An interdisciplinary study of the forces, forms, and values that have contributed to the making of American civilization. Several academic disciplines are drawn upon in exploring the "Americaness" of American institutions, thought, behavior, and material culture.

 # 210 Mass Media and Popular Culture (3) An exploration of the role of media in the development of American popular culture. Particular emphasis will be given to the transformations brought about by mass media after 1880 and the increasing corporate involvement in mass media during the 20th century.

 # 250 Myths and Modernization (3) An interdisciplinary exploration of American civilization during three stages of development from Columbus to the present. Focuses on analysis of civic and popular culture to decode myths of national identity and the media in which they are disseminated.

367 American Material Culture (3) An interdisciplinary study of American civilization through the examination of its built environment and crafted and manufactured artifacts from the Colonial period to the mid-20th century.

371 Manhood in America (3) Examines American manhood from 1600 present. Focuses on intersections of class, race, and gender; relations between private and public spheres; changing men's experiences over time.

400 Senior Thesis or Project (3) A concluding "statement" incorporating the interdisciplinary generalist approach.

401 Independent Study (1-3) An opportunity to pursue alternative study projects outside the classroom; field work in community resources, etc.

◆ 415 American Studies Internship (1-15) Cooperative, service/learning experience at a community agency, business, or institution.

Approved interdisciplinary course
◆ This course may be taken again for credit.

Comparative Literature Studies Program

537 Main Hall
610-436-3101/2822

Geetha Ramanathan, *Coordinator*
gramanatha@wcupa.edu

PROFESSORS: K. Myrsiades, L. Myrsiades, Ramanathan, Schlau

ASSOCIATE PROFESSORS: Awuyah, Ward

PROGRAM FACULTY: Esplugas, Larsen, Maltby, Verderame

This program provides a curriculum option for students with an interest in international studies by offering a broad background in European and non-Western culture and literature.

This program is responsive to recent developments in professional business, law, and medical schools, which stress admission of students with humanities backgrounds or humanities complements to their scientific or technical backgrounds, and it reflects the growth of professional school programs that include more options in the humanities. More specifically, this program is designed to answer student requests for a program that supplies a greater breadth of literature than is commonly offered in a language program and a greater variety than that offered in an English department.

BACHELOR OF ARTS — COMPARATIVE LITERATURE STUDIES

1. General ed. requirements, see pages 36–39 48 semester hours
2. Foreign language requirement 3-12 semester hours
   (Culture cluster option cannot be substituted for foreign language requirement.)
3. Concentration or minor electives 18 semester hours
4. Cognate requirements 6 semester hours
   Under advisement
5. Comparative literature core 15 semester hours
   CLS 200 or equivalent, 201 or 367 or 368, 261, 310 or equivalent, and 400
6. Comparative literature electives 15 semester hours
   Five electives that reflect a variety of genres, periods, traditions, approaches, and theoretical concerns, selected from those courses listed below. Students wishing to take courses other than those courses listed below must have the written approval of the Comparative Literature Committee.
7. Literature in the original language 6 semester hours
   Two courses in the literature of a language other than English.

Minor in Comparative Literature **18 semester hours**

*Select ONE course in each of the areas listed below.

1. Literature and the other arts
   CLS 201, 304, 365, 368, or 370
2. Theory, intellectual history, or literary criticism
   CLS 310 or 352
3. Theme, genre, or movement
   CLS 258, 259, 361, or 362
4. Relationship, influence, or intertextuality
   CLS 304, 309, 363, 367, or 400
5. Non-Western literature or literature in a language other than English
   CLS 255, 400, 411
6. Women's literature
   CLS 258, 259, or 304

NOTE: Not all course numbers available for each category above are listed. Please check with the comparative literature studies coordinator in 537 Main Hall (610-436-2915) for other possible substitutions.

Minor in Film Criticism — **18 semester hours**

1. Required course — 3 semester hours
   FLM 200
2. Elective courses — 15 semester hours
   Any 15 credits selected from the following list with approval of the adviser:

CLS 304, 363, 364, 368, 369, 400, and 410; COM 217 and 317; EGE 404, 405; EIT 260; FLM 201, 202, 300, 301, and 400

* For course descriptions, see English and Foreign Language sections in this catalog. For related departments other than English or Foreign Languages, consult the *Handbook for Comparative Literature Studies* available from the program coordinator.

COURSE DESCRIPTIONS
COMPARATIVE LITERATURE STUDIES
Symbol: CLS

◗ **165 Introduction to World Literature (3)** This course is designed to introduce students to literature representative of both Western and non-Western cultures and can be taken as an alternative to LIT 165. Not open to English majors.

 # 201 Classical Mythology in the 20th Century (3) Classical myths and their significance in selected works of literature, film, and art.

◗ **203 African Studies (3)** This course studies African culture through literature, anthropology, and history. It focuses on the socio-cultural and historical contexts of African writing through the colonial and postcolonial periods.

225 Twentieth Century Native American Literature (3) This course investigates the struggle of the Native American author to represent his/her own cultural experience as a voice.

◗ **258 Women's Literature I (3)** A survey of world women's literature from 800 B.C. – 1800. Readings are chosen from the works of Sappho, Diotima, Mutta, Auvaiyar, Sei Shonagan, Sule Sankavya, Murasaki, Hildegard, von Bingen, Mirabai, Marguerite de Navarre, Phillis Wheatley, Aphra Behn, Madame de Stael, Jane Austen, and Fanny Burney among others.

◗ **259 Women's Literature II (3)** A survey of women's literature from 1800 to the present. Readings are chosen from the works of Harriet Jacobs, Ida B. Wells, Charlotte Bronte, Jean Rhys, Virginia Woolf, Marguerite Duras, Christa Wolf, Merce Rodoreda, Jamaica Kincaid, Tsitsi Dangarembga, Alifa Rifaat, Louise Erdrich, Cherrie Moraga, Maxine Hong Kingston, and Arundati Roy among others.

◗ **260 World Literature I (3)** A survey of world literary texts from pre-classical times to 1600.

261 World Literature II (3) A survey of world literary texts from 1600 to the present.

 # 270 Life, Death, and Disease (3) A course treating the study of literary works, film, and selected readings from other areas (history, science, fiction, and nonfiction) to generate an understanding of the relationship of human values to medicine, illness, and issues of related importance to physicians.

◆ **297 Themes in Contemporary Literature (3)** Topics to be announced each time course is offered.

304 Women and Film (3) An examination of the role of women in contemporary world cinema and the feminist film.

309 Literature Translation Workshop (3) A writing workshop on the theory and practice of literary translation.

■ **311 Contemporary Latin-American Narrative (3)** An examination of Latin-American narrative (short story, novella, novel, and testimonial literature). Spanish- and Portuguese-language writers from South and Central America, Mexico, and the Caribbean will be studied, from the period of magical realism (1950's and 1960's) through the present. They may include Isabel Allende, Jorge Amado, Miguel Angel Asturias, Jorg Luis Borges, Gabriel García Márquez, Clarice Lispector, Elena Poniatowska, and Luis Rafael Sánchez.

 # 329 Gender and Peace (3) An examination of the ways in which social constructions of gender intersect with perceptions and experiences of war and peace.

333 Latina Writing (3) An examination of the literary works produced by Latinas in the 20th century. The study of this literature will include a cross-cultural approach that will elucidate sociopolitical themes emerging from the texts.

334 Politics and Economics in the Literature of the Modern Americas (3) A comparative historical and literary examination of political and economic issues reflected in 20th century U.S. and Latin American literature. The study of representative texts of various genres will also elucidate issues of race, class, and gender.

■ ◗ **ESP/CLS 335 Latino Literatures in the U.S. (3)** This course examines the history of Latino groups (e.g., Mexicans, Cubans, and South Americans) in the U.S. through literary texts written by Latinos, and studies the cultural, economic, and political experiences leading to their acculturation or alientation in mainstream America.

350 Computer Applications in the Humanities (3) This course is designed to provide an introduction to the computer and its applications in a number of humanistic disciplines (literature, history, and writing, but some attention also will be given to foreign languages, linguistics, music, and art).

351 African Literature (3) A study of the representation of Africa through the perspectives of African and non-African writers.

 # 352 Modernity/Postmodernity (3) A critical analysis of the modernity/postmodernity debates from the integrated perspectives of literature, philosophy, history, and politics.

361 Modern World Drama (3) This course seeks to develop and to extend an understanding of the basic elements of drama. The student will be exposed to a range of theatrical practices and diverse traditions of world drama.

362 Modern World Fiction (3) This course seeks to develop and to extend an understanding of the basic elements of fiction. The student will be exposed to a range of fictional practices and diverse traditions of world fiction.

363 Soviet Literature and Film (3) A comparative approach to selected 20th century Soviet works of fiction, poetry, drama, and film.

365 African-American Film (3) This course will study the history, form, and content of African-American film. The films chosen are from various genres and cover older and contemporary films.

◗ **367 Classical Mythology (3)** An examination of Greek mythology through the works of Homer, Hesiod, the Greek tragedians, and Greek lyric poets.

 # 368 Culture, Myth, and Society (3) An examination of how the culture, mythology, and politics of ancient Greece from Homer to Plato determine how a period is represented through its literary, historical, and philosophical texts and how contemporary culture rewrites these texts.

369 Literature and Film (3) The interrelationship between selected works of world fiction and their film adaptations.

 # 371 Law, Literature, and Communication (3) A look at the presentational aspects of law— legal writing and oral argument—its constructions in narrative—law as literature and literature as law—and the relationship of law to anthropology, psychology, history, and sociology.

◆ **400 Comparative Literature Seminar (3)** Topics such as Homer and the modern Western race and legal narrative, interrelations of African and African-American literature, sexual politics in modern drama, and visual culture in Third World film are offered. Required of comparative literature majors in their junior or senior year.

◆ **410 Independent Study in Comparative Literature (3)**

◆ **411 Foreign Study in Comparative Literature (3)**

FILM THEORY AND CRITICISM
Symbol: FLM

200 Introduction to Film (3) A critical and analytical approach to world cinema covering film theory and the major film movements (Soviet Realism, German Expressionism, Italian Neo-Realism, French New Wave, Cinema Nuovo, New German Cinema, and Surrealism) from the beginning to present. (Group E)**

201 American Film (3) The function of cinema in contemporary society as a socio-cultural, economic, and political object as seen through critical analysis of American films. (Group E)**

300 Private Screening (1) Eight to 12 narrative film classics per semester on a specific topic or theme.

301 Documentary Film (3) Understanding and enjoying the social, philosophic, economic, and political aspects of documentary film. (Group E)**

◗ Diverse communities course
\# Approved interdisciplinary course
◆ This course may be taken again for credit.
■ Culture cluster
** See the department handbook for group descriptions.

Ethnic Studies Program

201 Old Library
610-436-2725

Bonita Freeman-Witthoft, *Director* and *Native-American Coordinator*
William I. Guy, *Assistant Director* and *Program Coordinator*
C. James Trotman, *African-American Coordinator*
Frank J. Hoffman, *Asian-American Coordinator*
Stacey Schlau, *Hispanic-American Coordinator*
Jonathan Friedman, *Jewish-American Coordinator*

STEERING COMMITTEE

Erminio Braidotti, *Foreign Languages*
Andrew E. Dinniman, *Educational Services*
Charles Hardy, *History*
William L. Hewitt, *History*
Frank J. Hoffman, *Philosophy*
Mildred C. Joyner, *Social Work*
Deborah Malstedt, *Psychology*
Bhim Sandhu, *Political Science*
Richard W. Voss, *Social Work*
Jerome M. Williams, *Foreign Languages*

The Ethnic Studies Institute (ESI) offers a minor and a certificate to any student, regardless of major, who satisfactorily completes 18 semester hours of work in ethnic studies. Study may lead to a general certificate in ethnic studies or to a specialized certificate in one of the following areas:

- African-American Studies
- Asian-American Studies
- Hispanic-American Studies
- Jewish-American Studies
- Native-American Studies

For current requirements and a list of approved courses in each specialization, consult the director or assistant director of ethnic studies. For each option currently offered there are, in addition to the relevant ethnic studies core courses, certain cognate courses. These cognate courses do not necessarily deal directly with ethnic group life but give an added dimension of social and historical background.

As soon as possible, students should register their intent to earn the minor with the assistant director of the ESI. At the end of each semester, students should report the ethnic-related courses completed during the semester and the courses planned for the following semester to the assistant director. An updated list of courses approved for credit is available each semester from the ESI before the advising and scheduling period. Students can use an approved ethnic-related course toward the completion of the minor in Ethnic Studies at the same time it is being used to fulfill their major, other minor, or elective requirements. Students are encouraged to attend at least two cultural ethnic events – speakers, musical programs, art shows, theatre productions, or films – each year.

For advising in ethnic studies, contact William I. Guy, 610-436-2698, or wguy@wcupa.edu.

Minor in Holocaust Studies **18 semester hours**

The program in Holocaust studies deals not only with historical aspects of the Holocaust, but also with moral and political issues involved in the prevention of future holocausts.

This minor may be taken as one of the minors in the bachelor of arts or bachelor of science in liberal studies general degree program. For advising in Holocaust studies, contact Dr. Jonathan Friedman, 610-436-2972.

1. Required courses — 9 semester hours
   HIS 332, 349, and PHI 180
2. Elective courses — 9 semester hours
   Any three courses selected from the following:
   ANT 120; GER 221/EGE 222; HIS 423; LIT 304; PSC 252, 322; PSY 254; SOC 335; SSC 385, 480; or SWO 225

COURSE DESCRIPTIONS

ETHNIC STUDIES

Symbol: SSC

 # 201 Global Perspectives (3) This course is intended to help students develop the competencies needed for the understanding of, and meaningful participation in, the world issues of the 1990's.

◆ 480 Ethnic Cultures Workshop (3) This workshop considers the history, traditions, customs, and contributions to American life of various ethnic groups. The lectures and special programs are designed to increase the student's knowledge of the multicultural nature of American society. Projects, specifically tailored to individual needs, are directed by a faculty member of the Ethnic Studies Institute.

Approved interdisciplinary course
◆ This course may be taken again for credit.

Latin-American Studies Program

111 Main Hall
610-436-2372

Erminio Braidotti, *Coordinator*

Any student in the University, regardless of his or her area of specialization, may earn a minor and a letter of verification in Latin-American studies after satisfactory completion of 18 semester hours of work, distributed as follows:

Minor in Latin-American Studies

Required: Either A or B — 18 semester hours

A. 1. Spanish or Portuguese (Intermediate level or above) — 6 semester hours
   2. Latin-American history — 6 semester hours
   3. Electives — 6 semester hours

OR

B. 1. Latin-American history — 6 semester hours
   2. Latin-American culture, politics, geography — 6 semester hours
   3. Electives — 6 semester hours

Selected under advisement from Latin-American-oriented courses offered by the departments of Anthropology and Sociology, Geography and Planning, Political Science, Economics, Art, or others. In track A, one three-credit course must be devoted to literature, art history, or music.

For advising, see Dr. Braidotti in the Department of Foreign Languages.

A student should maintain a 2.5 average in area-studies courses to be recommended for graduate work in the area-studies concentration.

Linguistics Program

538 Main Hall
610-436-2269

Dennis L. Godfrey, *Coordinator*

CONTRIBUTING FACULTY

W. Stephen Croddy, *Philosophy*
Charles E. Grove, *Foreign Languages*
Jane E. Jeffrey, *English*
Cheri L. Micheau, *English*
Garrett G. Molholt, *English*
Frederick R. Patton, *Foreign Languages*
Paul A. Stoller, *Anthropology and Sociology*
Andrea Varricchio, *Foreign Languages*
Michael S. Weiss, *Communicative Disorders*

The minor in linguistics is an interdisciplinary program offered by the departments of Anthropology and Sociology, Communicative Disorders, Communication Studies, English, Foreign Languages, and Philosophy. Its purpose is to provide the student with a foundation in the analysis of the various aspects of language. Students wishing to enter the program must consult the program coordinator. To receive credit for the minor in linguistics, a student must complete 18 semester hours of course work. The program coordinator must approve all courses.

Minor in Linguistics **18 semester hours**

1. Required courses — 9 semester hours
   ENG/LIN 230; ENG 331 (or any other structural grammar course) or LAN 327; ENG 335 (or any other historical linguistics course)
2. Electives — 9 semester hours
   A. Choose one of the following:
      ENG 330, SPA 365, SPP 106, or any other approved course in phonology or phonetics
   B. Choose one of the following:
      ANT/LIN 380; COM/LIN 415; ENG 339, 340; LIN 250; PHI/LIN 330, 360; or any other approved comparable course
   C. Choose an additional course from either Group A or B above, or choose one of the following:
      COM 307; ENG 430; LIN 411, 412; LIT 328, 330; PHI 190, 436; PHY 110; SPP 204; or any other approved linguistics course

For course descriptions, see anthropology and sociology (ANT), communicative disorders (SPP), communication studies (COM), English (ENG or LIT), foreign languages (LAN, LIN, FRE, GER, RUS, or SPA), philosophy (PHI), or physics (PHY).

Peace and Conflict Studies Program

101 Main Hall
610-436-2754

Frederick R. Struckmeyer, *Coordinator*

ADVISORY COMMITTEE

Charles Bauerlein, *English*
Roger Bove, *Economics and Finance*
Seetha Burtner, *Philosophy*
Robin Garrett, *Nursing* and *Director, Women's Center*
Tom Heston, *History*
Barbara Kauffman, *Criminal Justice*
Carol Radich, *Elementary Education*
Bhim Sandhu, *Political Science*
Stacey Schlau, *Foreign Languages*

Peace and conflict studies examines social conflict, conflict resolution, and cooperation at the group, national, and international levels. This process involves understanding factors that contribute to peace with justice, various functions of conflict, and processes by which conflict may be managed. The minor fosters skills for both study and action. Though primarily an enrichment to liberal education, this minor is relevant to a variety of careers, both traditional and emerging. The former include law, communications, education, and government. However, there are also many career opportunities with a wide range of public interest and advocacy organizations.

The peace and conflict studies minor consists of 18 credit hours, some of which also may be used to fulfill other degree requirements. This minor may be taken as one of the minors in the bachelor of arts or bachelor of science in liberal studies general degree program.

Minor in Peace and Conflict Studies **18 semester hours**

1. Required course — 3 semester hours
   SSC 200
2. Either of the following — 3 semester hours
   PHI 411 or PSC 317
3. Either of the following — 3 semester hours
   HIS/WOS 329, *or*
   PHI 207
4. Either of the following — 3 semester hours
   COM 204, *or*
   COM 216
5. Electives — 6 semester hours
   Must be from different departments or disciplines. These include BIO 102; COM 312 and 410; CRJ 470; GEO 232; HIS 332, 352, 362, and 372; LIT 162 and 309; PHI 482; PSC 323; SOC 335, 341; SSC 201; SWO 225; WOS 315.
   NOTE: A minimum GPA of 2.00 must be maintained in courses for the minor.

COURSE DESCRIPTION
PEACE AND CONFLICT STUDIES

Symbol: SSC

 # SSC 200 Introduction to Peace and Conflict Studies (3) An interdisciplinary study of the causes and functions of societal conflict and processes of controlling conflict, with major attention given to the problem of violence.

Approved interdisciplinary course

Russian Studies Program

114 Main Hall
610-436-2585

Frederick Patton, *Coordinator*

This program is offered jointly by the faculty of arts and sciences and the faculty of professional studies.

Any student in the University, regardless of his or her area of specialization, may earn a minor specialization in Russian studies after satisfactory completion of 18 semester hours of work, distributed as follows:

Minor in Russian Studies **18 semester hours**

Required: Either A or B

A. 1. Russian language (intermediate level or above) 6 semester hours
2. Russian history and/or politics 6 semester hours
OR

B. 1. Russian history and/or politics 6 semester hours
2. Russian civilization, culture and/or politics 6 semester hours

To fulfill requirements for the Russian studies minor, students may choose from the following courses: CLS 363, 364; ERU 209; GEO 304; HIS 324, 425; PSC 246, 311, 349; and RUS 201-412, 310.

C. Electives 6 semester hours
Selected under advisement from Russian-oriented courses offered by the departments of Anthropology and Sociology, Art, English, Political Science, or other departments of WCU.

For advising, see Professor Patton in the Department of Foreign Languages.

A student should maintain a 3.0 average in area-studies courses to be recommended for graduate work in the area-studies concentration.

Women's Studies Program — See Women's Studies

Department of Kinesiology

206 Sturzebecker Health Sciences Center
610-436-2260

Ray Zetts, *Chairperson*

Frances E. Cleland, *Assistant Chairperson – Health and Physical Education - Teacher Certification*

Sheri Melton, *Assistant Chairperson – Exercise Science, Coordinator of Graduate Studies*

PROFESSORS: Lepore, Volkwein

ASSOCIATE PROFESSORS: Cleland, Fry, Helion, Koehler, Melton, Smith, Stevens, Williams, Zetts

ASSISTANT PROFESSORS: Ottley, Ray

INSTRUCTORS: Kubachka, Ranck, Williams

The Department of Kinesiology offers two programs leading to the bachelor of science degree.

1. The B.S. in HEALTH AND PHYSICAL EDUCATION—TEACHER CERTIFICATION. This program prepares students to teach health and physical education in preschool through grade 12.
2. The B.S. in HEALTH AND PHYSICAL EDUCATION—EXERCISE SCIENCE. The purpose of the exercise science specialist (ESS) program is to prepare students for positions in the growing and multifaceted field of health and fitness or to gain admission into various professional and graduate programs. In addition, students will be prepared for success in appropriate certification examinations. The primary focus of the ESS program is for each student to develop abilities and master knowledge and skills necessary to provide leadership in the health and fitness fields as well as be a successful member of society.

BACHELOR OF SCIENCE—HEALTH AND PHYSICAL EDUCATION—TEACHER CERTIFICATION

1. General ed. requirements, see pages 36–39 48 semester hours
2. Kinesiology foundations 6 semester hours
KIN 103, 285
3. Pedagogy core 12 semester hours
KIN 205, 300, 302, 402*
4. Applied sciences 9 semester hours
KIN 241, 361, 363
5. Activity modules 10 semester hours
KIN 102, 201, 301, 303, 401
6. Related PDE requirements 5 semester hours
SMD 271, KIN 347
7. Health education 15 semester hours
HEA 230, 303, 304, 306, 440
8. Capstone courses 12 semester hours
KIN 489*, 490*
9. One extracurricular credit experience required for formal admission; two additional experiences required prior to student teaching.
10. GPA requirement
Students must maintain the required GPA in accordance with the criteria for formal admission to teacher education program. See the "Teaching Certification Programs" section in this catalog, pages 146–147.
11. Certification granted when the Pennsylvania Department of Education requirements are met.

Please be advised that the required course work for a degree in health and physical education at West Chester University consists of 120 semester hours of study.

BACHELOR OF SCIENCE—EXERCISE SCIENCE SPECIALIST**

1. General ed. requirements, see pages 36–39 48 semester hours
2. Related requirements 13 semester hours
BIO 259, 269; HEA 303; SMD 271
3. Exercise science requirements 57 semester hours
Exercise science core (24 semester hours)
EXS 100, 180, 251, 261, 270, 282, 375
(Students must obtain a C- or better in these core courses.)
Adaptations in exercise science (15 semester hours)
EXS 381, 382, 486, 489
Applications in exercise science (9 semester hours)
EXS 384, 490
Electives in exercise science
Nine or more semester hours to complete 120 semester hours
4. One extracurricular experience required by the completion of 60 credits; two additional experiences required prior to internship.

*KIN 402, 489, and 490 require full candidacy for enrollment.

**Students entering in the fall of 2003 or later as an exercise science specialist should refer to the courses identified by the EXS prefix. Students who entered prior to the fall of 2003 are in the fitness specialist program and should choose from the courses identified by the KIN prefix.

AREAS OF SPECIALIZATION

Adapted Physical Activity

Required: KIL 362 and KIN 360, 362, and 457

Driver-Safety Education — 12 semester hours

(State Certification)

West Chester offers certification in Driver and Traffic Safety Education through the Chester County Intermediate Unit. Completion of the following program will enable teachers to endorse their teaching certificates within this area. Upon completion of course requirements, the student must apply for the endorsement through the office of the dean of the College of Education.

Required: KIN 355, KIN 356, KIN 450, and KIN 456. NOTE: This program meets state certification requirements for driver and traffic safety education.

Minor in Coaching — 15-18 semester hours

Those students who successfully complete the program at West Chester earn a transcript and written endorsement from the College of Health Sciences attesting to school administrators that recipients have attained basic preparation for coaching.

Behavioral competencies in the theoretical foundations of coaching, skill acquisition, and management techniques also are required. Course offerings at the undergraduate and graduate levels are available. The program is open to any person who applied for admission through the program adviser, Dr. John Helion. Applicants should direct inquiries to that office for a coaching minor brochure.

Facilities

The department is housed on West Chester University's South Campus in the Russell L. Sturzebecker Health Sciences Center. The SHSC features the following indoor facilities: five full-size, multipurpose gymnasiums; one fully equipped gymnastics gym; dance studio; multipurpose room; strength training facility; human performance laboratory; climbing wall; 17 classrooms; aquatics center featuring two pools and a 14.5-foot diving well. Outdoor facilities include multipurpose playing fields, tennis courts, softball fields/baseball fields, quarter-mile track, and two outdoor ropes courses.

COURSE DESCRIPTIONS PHYSICAL EDUCATION ACTIVITY COURSES

Symbol: PEA (2) (2)

The following courses incorporate the components of fitness with specific activities designed to provide students with the knowledge and participatory skills necessary to achieve and enjoy keeping fit and well for life. These PEA courses will meet the general education elective requirement. The first number in parentheses shows the number of class meetings per week; the second number shows the semester hours of credit. Courses with only one number show semester hours of credit.

100 Basic Swimming (nonswimmers) (2) (2)
101 Swim for Fitness (2) (2)
106 Canoeing (2) (2)
107 Orienteering (2) (1)
110 Cycle Touring (2) (1)
◆ 115 Physical Conditioning (2) (2)
116 Personal Defense (2) (2)
117 Karate (2) (2)
120 Fitness Through Badminton (2) (2)
123 Fitness Through Golf (2) (2)
125 Fitness Through Gymnastics (2) (2)
128 Fitness Through Tennis (2) (2)
129 Fitness Through Basketball (2) (2)
130 Softball as a Lifetime Activity (2) (2)
131 Volleyball and a Fitness Lifestyle (2) (2)
136 Fitness for Life (2) (2)
137 Strength Training (2) (2)
140 Aerobic Dance Fitness (2) (2)
141 Water Fitness (2) (2)
142 Yoga (2) (2)
228 Advanced Tennis (2) (2)
236 Developing Personal Fitness Programs (1) (2) This course, designed for nontraditional students and students with disabilities, provides an understanding of the scientific basis of physical fitness. The course is intended to help each student develop a personal fitness profile and subsequent program of physical activity that will result in healthful living. The course will make use of practical experience and actual participation in fitness activities. Individual programs will be emphasized.

COURSE DESCRIPTIONS KINESIOLOGY

These courses are for kinesiology majors only, with the following exceptions: elementary education majors, early childhood education majors, sports medicine majors, and special education majors.

The first number in parentheses shows the number of class meetings per week; the second one shows the semester hours of credit. Courses with only one number show semester hours of credit.

EXERCISE SCIENCE

Symbol: EXS

100 Foundations of Exercise Science (3) (3) An introductory course to the disciplines and professions within exercise science enabling students to understand and appreciate the discipline, help guide their career choices, and prepare them for faculty expectations, program demands, and professional responsibilities of an exercise science specialist.

180 Lifetime Fitness Concepts (3) (3) Designed to teach students key elements involved in achieving a healthy lifestyle. Taught from a holistic view that total or optimal health is comprised of a healthy body, mind, and spirit which is accomplished through a combination of techniques.

251 Measurement and Evaluation (3) (4) Covers the fundamentals of measurement and evaluation emphasizing the link between valid assessments and decision making in exercise science, health, and physical education. Application in each learning domain is covered, with an emphasis on health-related physical fitness assessment. PREREQ: EXS 282 and current CPR certification.

261 Kinesiology (3) (4) Students will develop a fundamental understanding of selected mechanical and anatomical laws of motion, actions caused by forces, and their application to the study of mechanical structure and analysis of motion. Students will be able to use and apply these principles to various forms of movement. PREREQ: PHY 100, BIO 259, 269.

270 Motor Development and Learning (3) (3) An introduction to human lifespan development within the motor domain. The content specifically addresses the American College of Sports Medicine (ACSM) competency and institutional requirements.

282 Exercise Physiology (3) (4) Introduces students to the theory and application of exercise science physiology through lectures, class discussions, and lab experiences.

375 Exercise Psychology (3) (3) An introduction to psychological aspects of exercise designed to complement the anatomical and physiological substance of the physical fitness specialist curriculum. Content specifically addresses ACSM organizational evaluation and knowledge, skills, and abilities that are set out in the competency requirements of the Guidelines for Exercise Testing and prescription. PREREQ: EXS 270, PSY 100. CONCURRENT: EXS 251.

381 Fitness Assessment and Exercise Prescription (3) (4) Designed to prepare students to assess health-related physical fitness using laboratory and field tests. Test results used to prepare individualized exercise prescriptions to improve cardio-vascular endurance, muscular fitness, body composition, and flexibility. Skill application and practice required. ACSM guidelines emphasized. PREREQ: EXS 251, 375, and current CPR certification.

382 Exercise Technique and Physical Conditioning (3) (4) Builds on the exercise science concepts in EXS 251, 261, 282, and 375. Students will apply these principles to exercise, sports, and physical education. Analysis of various exercise techniques and devices, and systems emphasizing their use and safety. Clinical experience in strength and range of motion testing and prescription. Emphasis on various exercise techniques and movements and the ability to apply theories and principles to improve health, fitness, and performance. PREREQ: EXS 261. CONCURRENT: EXS 381.

384 Organization and Management of Adult Fitness Programs Clinic/Seminar (3) (3) Designed to provide students with practical experience in organizing and managing physical fitness programs for adults. PREREQ: EXS 282, 375.

486 Exercise Prescription for Special Populations (3) (3) Designed to provide students with a framework in which to develop safe exercise programs for individuals with disabilities, chronic diseases, or multiple conditions. CONCURRENT: EXS 489.

489 Clinical Exercise Testing and Prescription (3) (3) Prepares students to administer exercise tests in the clinical arena and to prepare for ACSM certification exams. Covers basic electrocardiography and interpretation, risk factor threshold assessment,

◆ This course may be taken again for credit.

CV exercise testing procedures and interpretation, and CV exercise prescription – all relevant to the clinical adult population. Includes lectures, class discussions, project assignments, and group/individual lab experiences. PREREQ: EXS 381.

490 Internship I (6) A capstone experience meant to tie together previous course work into a "hands-on" application in a job setting. A minimum of 250 hours of actual work site experience may be in any vocational avenue available including cardiac rehabilitation, strength and conditioning coaching, commercial fitness, corporate fitness, and personal training. PREREQ: EXS 382. CONCURRENT: EXS 489.

491 Internship II (3) (6) A supplemental experience to EXS 490 which will enable students to explore other internship or work settings including cardiac rehabilitation, strength and conditioning coaching, commercial fitness, corporate fitness, and personal training. The experience can be at the same site as EXS 490. Hours required range between 125 (for three credits) to 250 hours (for six credits). PREREQ: EXS 382. CONCURRENT: EXS 489 and 490.

KINESIOLOGY

Symbols: KIN; KIL indicates lab course

100 Foundations of Health, Physical Education, and Sport (2) (2) An introduction to the discipline and profession of health, physical education and sport with an emphasis on career guidance. The history and tradition of the field will be traced to provide perspective for student choices during their undergraduate education. Field experiences and advice will expose students to the current opportunities and methods for achieving professional goals.

101 Introduction to Adventure-Based Education (3) (3) A course designed for the student to understand the adventure approach to experiential education in various environments. The students will have the opportunity to experience an adventure curriculum including initiatives, problem-solving activities, and low/high ropes course elements.

102 Contemporary Activities (2) (2) Provides students with insight through practical experiences in a variety of "alternative" physical education activities to gain an expanded awareness of the K–12 physical education curriculum.

103 Historical and Philosophical Foundations of Physical Education, Fitness, and Sport (3) (3) Helps students understand the past, present, and future concerns and concepts of physical education and sport as professional fields in relationship to society. Historical, philosophical, and sociological approaches will be used to critically examine the roles of physical education and sport as they have evolved through the years and gain insight into what lies ahead. Examines the varied disciplines within the field of kinesiology and how they are interrelated so students will understand what is necessary to become a health and physical education teacher. Practical experiences will provide students with information and insights into "real world" physical education.

109 Wrestling (nine weeks) (3) (.5) Teaching the basic skills of wrestling. Tactics, rules, and combative, lead-up activities for presentation to physical education classes in the public schools.

110 Soccer (nine weeks) (3) (.5) Teaching the basic skills of soccer. Tactics, rules, and lead-up games are presented for all school ages.

111 Basketball (nine weeks) (3) (.5) Emphasis is placed on fundamental skills, rules, and tactics of the sport, as accomplished through drills and game situations.

112 Gymnastics I (3) (1) Stunts, tumbling, and gymnastics-related activities for teaching all age levels.

113 Physical Conditioning (nine weeks) (3) (.5) Teaching activities to help develop total health, especially physical fitness. Circuits of exercises, weight training, running, and rope jumping are included for all ages.

140 Aquatic Fundamentals and Emergency Water Safety (3) (1) Review of basic aquatic skills with advanced stroke techniques, safety, and survival techniques.

141 Fundamental Movement (3) (1) Fundamental locomotor and nonlocomotor patterns and rhythmic activities related to teaching children creative dance.

142 Tennis (nine weeks) (3) (.5) An explanation of the mechanics and specific skills of tennis. Emphasis is placed on conceptual understanding, teaching progressions, and methods.

143 Golf (nine weeks) (3) (.5) Teaching the basic skills of golf. Includes class management, techniques, rules, and safety procedures to present to physical education classes.

144 Badminton (nine weeks) (3) (.5) Teaching the basic skills of badminton. Class management, techniques, rules, and safety procedures to present to physical education classes.

185 Exercise, Play, and Development (3) (3) Students will gain an understanding of life-span development relative to cognitive affective and psychomotor domains. Application to teaching physical education and in exercise programs will be highlighted.

200 Elementary School Physical Education (3) (2) Theoretical and practical approach for the teaching of physical activities to elementary school children by the classroom teacher.

201 Educational Dance and Gymnastics (2) (2) Provides students with the appropriate methods, materials, and skills needed for demonstrating, teaching, and analyzing K–12 dance, expressive movement, and educational gymnastics. Will include skill assessment, peer teaching, and lesson plan development.

205/KIL 205 (lab) Curriculum and Instruction: Adapted Physical Education (3) (3) Prepares physical education majors to have the skills, knowledge, and attitudes necessary in teaching people with disabilities: providing them with appropriate physical activities, helping them with lifetime fitness pursuits in community and vocational settings, advocating for appropriate physical activities in fitness centers and the community at large, and modifying the environment to make it less restrictive. PREREQ: KIN 103, 285.

208 Self Defense (nine weeks) (3) (.5) Teaching the basic skills of self defense. Fundamental skills, tactics, and methods of presentation to school-age groups.

209 Track and Field (nine weeks) (3) (.5) Principles of running, throwing, and jumping. Modification needed for physical education classes. Self-testing.

210 Softball/Baseball (nine weeks) (3) (.5) Teaching the basic skills of softball and baseball. Fundamental skills, tactics, rules, and lead-up games for presentation to all ages.

211 Field Hockey (nine weeks) (3) (.5) Basic fundamentals, tactics, and rules. Modified active games. Geared to teaching physical education classes.

212 Football (nine weeks) (3) (.5) Teaching the basic skills of touch (noncontact) football. Fundamental skills, tactics, rules, and lead-up games for all school ages.

213 Lacrosse (nine weeks) (3) (.5) Basic fundamentals, tactics, and both women's and men's rules. Modified active games. Geared to teaching physical education classes.

214 Volleyball (nine weeks) (3) (.5) Teaching the basic skills of volleyball. Fundamental skills, tactics, rules, and lead-up games for all school ages.

215 Dance Pedagogy (3) (3) Basic course offering methods and materials for teaching dance technique.

241 Body Systems and Kinesiology (3) (3) Introduces basic anatomical and physiological concepts critical to understanding human movement, exercise, physical education, and how the human body functions. Students will be required to apply these anatomical and physiological principles to physical education, exercise, and sport.

242 Contemporary and Traditional Dance Forms (3) (1) The purpose of this course is to provide the student with the appropriate methods, materials, and skills for teaching both contemporary and traditional dance forms, including folk, square, line, and social. Emphasis will be placed on the secondary teaching level. PREREQ: KIN 141.

243 Teaching Elementary Physical Education (3) (1) Curriculum and methods of teaching K–5 physical education. PREREQ: KIN 285.

245 Lifetime Fitness Concepts (3) (3) Designed to provide an interdisciplinary understanding of the relationship between lifestyle, physical fitness, health, and well-being.

◗ # 246 Sport, Culture, and Society (3) (3) Current theories and research in the area of sport and society will be introduced. Focus of the course is interdisciplinary, incorporating sociological, psychological, historical, anthropological, philosophical, and economic perspectives. Topics include moral, ethical, racial, and gender issues in sport in relation to the North American culture.

252 Physical Education and Individuals with Disabilities (3) (3) To acquaint special education majors with concepts of appropriate physical education for students with disabilities.

253 Adapted Aquatics, Lifetime Sport, and Fitness (3) Course designed to increase knowledge and skills in providing appropriate and safe adapted aquatics, sports, and fitness activities to individuals with disabilities. Outside hours required.

◗ 254 Psychosocial Aspects of Physical Disability (3) A study of the psychological and social implications of physical disabilities. PREREQ: Any basic course about people with disabilities.

275 Lifeguarding (3) (2) Theory and techniques relative to preventive lifeguarding, emergencies in and around water, water rescues, search and recovery operations, types and uses of equipment, records and reports, health and sanitation, and supervision of waterfront areas. Possiblity of American Red Cross certification.

285 Motor Development and Learning (3) (3) An introduction to human motor development and motor learning. Principles and concepts related to these areas will be examined as they relate to human motor performance and the development of motor skills across the lifespan. Motor development topics including growth, maturation, fitness development, self-concept development, gender, and age will be explored from a dynamical systems theoretical framework. Motor learning topics include information processing, schema theory, transfer of learning, reaction time, and levels of movement skill learning. The interrelationships among the topics will be addressed.

◗ Diverse communities course

\# Approved interdisciplinary course

300 Curriculum and Instruction: Elementary (3) (3) Students in this course will examine the design, implementation, and assessment of an elementary physical education program. PREREQ: KIN 102, 103, 201, 285, and formal admission to teacher education.

301 Fitness and Wellness (2) (2) Prepares preservice teachers to address health- and skill-related components of fitness as well as the dimensions of wellness. Preservice teachers will assess and monitor their personal fitness development, as well as participate in, design, implement, and assess a variety of activities that focus on one or more components of fitness and wellness.

302 Curriculum and Instruction: Middle and Secondary Physical Education (3) (3) This third course in pedagogy will relate all topics to the middle and secondary physical education setting. Intended to give students a comprehensive overview of topics that relate to the planning, execution, and reflection of lessons presented in the physical education setting. PREREQ: KIN 102, 201, 205, 300, 303, and formal admission to teacher education.

303 Invasion Games (2) (2) Invasion, a concept common to team sports, will be used to develop a generic teaching approach. Individual, skill-related aspects of specific sports, such as basketball, soccer, lacrosse, and hockey, will be introduced. Students will be exposed to specific aspects of sport and game skill using the teaching games for understanding approach that they subsequently will teach.

310 Preparation for Teaching Secondary Physical Education (3) (2) Each student develops a physical education activity unit and teaches one lesson from that unit. Further opportunities for familiarization with curricular designs in secondary education; teaching methods/styles through observation, demonstration lessons, and actual practice are included. PREREQ: KIN 100 and 285; full admission to teacher education program.

311 Coaching Racquet Sports (3) (3) Advanced coaching and teaching techniques for the racquet sports, including tennis, badminton, racquetball, and squash.

314 Track and Field II (3) (2)

316 Basketball II (3) (2)

318 Lacrosse II (women's equipment) (3) (2) Individual and team tactics and special situations. Basic knowledge and skills needed.

319 Lacrosse II (men's equipment) (3) (2)

321 Volleyball II (3) (2)

322 Soccer II (3) (2)

323 Field Hockey II (3) (2) Individual and team tactics and special situations. Basic knowledge and skills needed for coaching hockey.

324 Football II (3) (2) Skills, tactics, and strategies for coaching contact football.

326 Wrestling II (3) (2) PREREQ: KIN 109.

331 Water Safety Instruction (3) (2) This course is designed to prepare individuals to become swim instructors. Testing during the first week includes a 500-yard swim, basic rescue procedures, and a written community water safety test. Opportunity exists to become an American Red Cross water safety instructor.

347 Software Applications and Assessment in Health and Physical Education (3) (3) An introductory course that provides a hands-on look at uses of computer technology in teaching and assessment in health and physical education. The goal is for preservice teachers to use a variety of computer-based technology and software applications (e.g., grading software) for both professional and instructional use. Current assessment strategies (e.g., purpose, design, implementation of) will also be studied.

348 Instructional Skills for Aerobic Dance Fitness (2) (1) The purpose of this course is to teach various dance exercises, dance movements, and aerobic dance routines to music with the intent of promoting cardiovascular fitness and endurance, and improving muscle tone and coordination. PREREQ: Prior aerobic experience or PEA 140.

351 Evaluation in Health and Physical Education (3) (3) Selecting, administering, scoring, and evaluating tests of physical fitness, general motor ability, motor educability, and skill and knowledge.

352 Applied Exercise Physiology (3) (3) The application of physiological principles to physical education, exercise, and sport. PREREQ: BIO 259 and 269.

353 Organization and Administration of Physical Education, Health, and Athletics (3) (3) Principles of program building in curricular and extracurricular programs; risk management, organizing, administering, and supervising physical education, health, intramural, and interscholastic programs.

355 Accident Causation and Prevention (3) (3) Survey of safety education and the history, philosophy, and psychology of accident prevention.

356 Critical Problems in the Highway Transportation System (3) (3) Techniques of assessing the knowledge, skill, and psycho-physical characteristics of a beginning driver; the relation of these to the safe operation of a motor vehicle.

360 Pathology for Adapted Physical Education Activities (3) (2) Study of common disabling conditions with regard to anatomical and physiological changes.

361 Kinesiology (3) (3) Basic fundamentals of movement, articulation, and muscular actions; analysis of the related principles of mechanics. PREREQ: KIN 241.

362 Assessment and Programming Adapted Physical Activities (3) For students who want to specialize in adapted physical education. To improve students' understanding of evaluation and programming in the psychomotor domain for special populations. Principles of therapeutic exercise, and guidelines for exercise programs for those disabilities commonly seen in schools and fitness centers.

KIL 363 Adapted Physical Activity Practicum (1) Practicum experience working in an adapted physical activity setting. Includes writing and implementing lessons and individual goals. PREREQ: KIN 205 or 252.

363 Assessment and Programming for Adapted Physical Activity (3) (3) For students who want to specialize in adapted physical education. To improve students' understanding of evaluation and programming in the psychomotor domain for special populations. Principles of therapeutic exercise, and guidelines for exercise programs for those disabilities commonly seen in schools and fitness centers.

364 Introduction to Exercise Physiology (3) Builds on the physiological concepts introduced in KIN 241. Students will be required to apply these physiological principles to physical education, exercise, and sport.

◆ **378 Field Experience (3) (3)** Practical experience for the student who must solicit approval of the appropriate agency, develop a proposal for the on-site experience, and secure agreement from the faculty adviser.

380 Women and Sport (3) (3) An examination of women's participation in sport from historical, cultural, psychological, physical, and legal perspectives; emphasis placed on women in sport in American society today.

400 Professional Seminar in Adapted Physical Activity (3) Issues and current events in the professional development of adapted physical activity specialists.

401 Net/Wall Games (2) (2) Provides future physical educators with the knowledge and skills necessary to instruct, demonstrate, and assess lifetime fitness activities that fall within the net/wall games classification system. Students will be introduced to teaching methodologies, skill production and progressions, class management techniques, and assessment strategies. Addresses the net/wall games of tennis, badminton, pickleball, and volleyball.

402 Physical Education Practicum (3) (3) This course applies pedagogical content knowledge by planning, implementing, assessing, and reflecting upon teaching experiences in a physical education setting. PREREQ: KIN 205, 300, 302, and formal admission to teacher education.

429 Electrocardiography and Stress Testing (3) Designed to prepare the prospective fitness instructor in exercise testing protocols as well as how to record, label, and calculate data with stress-testing exercise equipment and a standard, 12-lead electrocardiogram. PREREQ: BIO 259 and 269; KIN 352; CPR certification.

430 Planning Facilities for Athletics, Physical Education, and Recreation (3) (3) Management and planning of the facilities for athletics, school physical education, and recreational programs, playfields, playgrounds, buildings, and auxiliary structures as well as the maintenance of these facilities.

431 Physical Fitness Assessment and Exercise Program (3) (3) Designed to prepare students to assess the physical fitness levels of healthy but sedentary adults and prescribe individualized exercise programs. PREREQ: BIO 259 and 269; KIN 351, 352, and 429; EKG and stress testing; CPR certification.

432 Exercise Techniques/Theory and Practice (3) (3) Analysis of various exercise techniques, and devices and systems emphasizing their use and safety. Clinical experience in strength and range of motion (ROM) testing and prescription. PREREQ: BIO 259 and KIN 361.

434 Organization and Management of Adult Fitness Programs Clinic/Seminar (3) (3) Designed to provide students with practical experience in organizing and managing physical fitness programs for adults. PREREQ: BIO 259 and 269; KIN 352 and 361.

435 Physical Fitness Specialist Internship (12) (6) (6) Experience working in a cardiovascular rehabilitation center or similar clinical setting under the supervision of qualified personnel or practical experience in an adult physical fitness center under the supervision of qualified personnel. PREREQ: BIO 259 and 269; KIN 352, 361, and 431.

436 Advanced Clinical Exercise Testing and Prescription (3) An in-depth study of how exercise is used in clinical settings for diagnostic and rehabilitative purposes with emphasis on cardiac or pulmonary rehab. Also designed to help students prepare for ACSM certification.

445 Dance/Movement for Special Groups (2) (2) Adaptation of dance movement with emphasis on methods, techniques, and activities suitable for special groups (elderly, people with disabilities, and other special groups).

449 Learning on the Move (3) (3) A combination of preschool and primary grade movement education activities are included to maximize children's

◆ This course may be taken again for credit.

overall development. Preschool, nursery, and kindergarten ages.

450 High School Driver Education Program Management (3) (3) A study of the total safety program with emphasis on the teaching of safety. Each student prepares a practice lesson.

451 History and Philosophy of Health and Physical Education (2) (2) A study of past and present concepts of physical education; philosophy and principles of modern physical education programs.

452 Principles of Coaching (2) (2) Principles and methods of coaching sports in the school program.

453 Motor Learning (3) (3) A study of the theories of learning in relation to the acquisition of motor skills.

456 Introduction to the Driving Tasks (3) (3) An advanced course to prepare students to teach in-car driver education in the secondary schools.

458 Physical Disabilities of Childhood (2) (2) Common orthopedic and neurological disabilities of childhood, especially chronic deviations. Emphasis is on understanding the medical aspects and problems of rehabilitation.

465 Mechanical Analysis of Motor Skills (3) A problem-solving approach to skill analysis using qualitative and quantitative video and cinematographic analysis as well as elementary force-time and accelerometry techniques. Useful for teachers, trainers, coaches, and exercise professionals.

470 Leadership in Recreational Outdoor Pursuits (3) (3) This course is designed to provide instruction that would help persons desiring a career in recreational outdoor pursuits education, or develop an outdoor education or physical education program using activities, processes, and educational methodology in a safe and meaningful manner.

471 Adventure Education Essentials (3) Areas of curriculum, activities, briefing, front loading, debriefing, equipment, and facilities will be presented and discussed to provide students with a general background for Adventure Education.

473 Independent Study and Special Projects (1-3) Provide an opportunity for selected students to pursue areas of special interest and talent or to take advantage of special conferences or seminars. PREREQ: Permission of department chairperson.

475 Mental Training in Sport (3) (3) Techniques of mental training for sport and physical activity, including relaxation training, concentration skills, breathing regulation, positive imagery, autogenic training, and meditation.

489 Student Teaching (6) Health and physical education teaching situations in elementary, junior, and senior high schools under qualified cooperating teachers and college supervisors. PREREQ: HEA 304, 306, and 440; KIN 402; extracurricular credits documentation; valid clearances and TB test; formal admission to teacher education.

490 Student Teaching (6) Observation and participation in health and physical education teaching situations in elementary, junior, and senior high schools under qualified cooperating teachers and college supervisors. PREREQ: HEA 306, 440; KIN 402; three extracurricular credits documentation; valid clearances and TB test; formal admission to teacher education.

492 Student Teaching Seminar (0) Deals with the professional preparation of the health and physical education teacher certification student. It is offered concurrently with the student teaching experience and is designed to assist the student in the public school setting. An examination of current problems and issues in the profession and in the schools leads to discussion of problem prevention and solution. Lectures on job procurement skills are included.

◆ 498 Physical Educaton Workshop (1–3)

◆ This course may be taken again for credit.

Liberal Studies Program

B.A. Liberal Studies – Arts and Sciences;
B.S. Liberal Studies – Science and Mathematics

144 Main Hall
610-436-1096
Alice Speh, *Director*

B.S. Liberal Studies – Professional Studies

143 E.O. Bull Center
610-436-3486
Bruce Norris, *Director*

The liberal studies program offers student-designed, interdisciplinary majors that provide an alternative to traditional baccalaureate degrees in specific academic areas. The liberal studies majors are intended to broaden the student's intellectual understanding and professional skills through a well-rounded, yet flexible degree program that combines courses in the areas of science, humanities, behavioral science, and the arts. The result is a curriculum that is suited to the individual student's personal academic and career goals.

After completing at least 30 semester hours, and after achieving a minimum GPA of 2.00, the student may request an interview with the director of liberal studies for the purpose of planning a curriculum in one of the available tracks. Students may enter the liberal studies program from other majors of the University, or as transfers from other colleges, by the same process and by meeting the same requirements. It is University policy that no student, whether presently enrolled at West Chester or attempting to be admitted from another university, is permitted to enroll in the liberal studies arts and sciences, and science and mathematics programs after earning 80 semester hours. There is no limit on semester hours for students entering the professional studies track.

Three separate baccalaureate programs are available. The **bachelor of arts in liberal studies – arts and sciences** is designed for students interested in a well-rounded education emphasizing courses in the liberal arts. The **bachelor of science in liberal studies – science and mathematics** allows students to pursue courses in four different scientific disciplines, while also incorporating liberal arts courses to create a broad curriculum. The **bachelor of science in liberal studies – professional studies** provides students the capability to design a career-centered curriculum that may not be available at the University. The course of study includes the student's selection of two academic minors, one of which must be a program offered by one of the four professional colleges (Business and Public Affairs, Education, Health Sciences, or Music).

BACHELOR OF ARTS IN LIBERAL STUDIES — ARTS AND SCIENCES TRACK

1. General ed. requirements, see pages 36–39 — 48 semester hours
2. Foreign language (Students must show competency through the 202 level.) — 0-12 semester hours
3. Liberal studies breadth requirements (natural and computer sciences, behavioral and social sciences, humanities and communications, and the arts) — 24 semester hours
4. Liberal studies electives of the student's choice at the 300 and 400 level — 30 semester hours
5. At least one minor offered by the College of Arts and Sciences, the School of Music, or by the departments of Economics, Geography, or Political Science
6. Electives to total 120 semester hours.

Students in the bachelor of arts track have the option of using up to six semester hours of their liberal electives as senior thesis (LST 490) credits. Interested students should consult with the program director well before earning 80 semester hours about procedures for pursuing the senior thesis.

BACHELOR OF SCIENCE IN LIBERAL STUDIES — SCIENCE AND MATHEMATICS TRACK

1. General ed. requirements, see pages 36–39 — 48 semester hours
2. Liberal studies breadth requirements (behavioral and social sciences, humanities and communications, and the arts) — 15 semester hours
3. Science and mathematics cognate requirements. Seven to nine semester hours in any four of the following areas: biology (BIO — 32 semester hours

110 or above), chemistry (CHE 103 and CRL 103 or above), geology/astronomy (above ESS 111), mathematics or computer science (MAT 110 or above, or CSC 110 or above), and physics (PHY 130 or above)
4. Liberal studies electives of the student's choice at the 300 and 400 level — 20 semester hours
5. At least one minor selected from the departments of Biology, Chemistry, Computer Science, Geology and Astronomy, Mathematics, or Physics
6. Electives to total 120 semester hours

BACHELOR OF SCIENCE IN LIBERAL STUDIES — PROFESSIONAL STUDIES TRACK

1. General ed. requirements, see pages 36–39 — 48 semester hours
2. Two minors:
   Minor A — minimum 18 semester hours
   Must be an academic minor offered by the colleges of Business and Public Affairs, Education, or Health Sciences, or the following minors from the College of Visual and Performing Arts: dance (education/therapeutic or performance), jazz studies, music, or music history.
   Minor B — minimum 18 semester hours
   Can be chosen from any academic minor offered.
3. Professional studies breadth courses — 15 semester hours
   Includes three credits each in science, behavioral and social science, humanities, and six addtional credits from these areas and/or the arts.
   Includes credits taken to fulfill minor requirements.
4. Professional studies electives — 30 semester hours
   Student's choice at the 300 level or higher
   Includes credits taken to fulfill minor requirements.
5. Electives to total 120 semester hours

Certificate in Ballet

West Chester University and the Brandywine Ballet offer a joint program: B.A. in liberal studies from WCU and a certificate in ballet from the Brandywine Ballet. This program allows students the opportunity to pursue a University degree with a broad educational emphasis while concurrently receiving advanced ballet training in a professional setting.

The certificate in ballet program is a rigorous, professional program that combines ballet training with a full-scale production each semester. The Brandywine Ballet engages professional faculty and choreographers to work with the students whose schedule includes a minimum of five company classes and 10 hours of rehearsal each week. All ballet training is conducted at Brandywine Ballet Company's state-of-the-art facilities in West Chester, located in close proximity to the West Chester University campus. Each semester will culminate in a full-scale, professional production of contemporary and classical ballet on the WCU campus in the Emilie K. Asplundh Concert Hall. Students enrolled in the certificate in ballet program will major in liberal studies at WCU.

Admission to the certificate in ballet program is a two-pronged process. Students must apply and be accepted to West Chester University through the normal application process and audition with the Brandywine Ballet for admittance into the certificate in ballet program. Individual auditions will be scheduled by appointment.

Total cost for the certificate in ballet program include standard West Chester University tuition and fees plus an additional fee for participation in the ballet program. West Chester University offers both need- and merit-based scholarships. The Brandywine Ballet offers scholarship specifically applicable to the ballet program fees. Students seeking scholarships are encouraged to apply to the University early in the fall of their senior year.

COURSE DESCRIPTION
LIBERAL STUDIES
Symbol: LSP

490 Senior Thesis (3-6) Directed research in an interdisciplinary subject of the arts and sciences. For students in the bachelor of arts and bachelor of science tracks. PREREQ: Permission of the director of liberal studies.

Department of Literacy

105B Recitation Hall
610-436-2877

Sharon B. Kletzien, *Chairperson*
Dena Beeghly, *Assistant Chairperson*
PROFESSORS: Darigan, Gill, Kletzien
ASSOCIATE PROFESSORS: Beeghly, Caroff, Szabo
ASSISTANT PROFESSORS: Flanigan, Greenwood, Mayor, Nolan, Yaworski
INSTRUCTOR: Gordon

The Department of Literacy offers literacy courses required in the early childhood, elementary education, and special education programs. Students desiring a more thorough background in reading instruction may choose a reading minor. The department also offers courses in college reading and study skills for any University student. All field placements for courses are arranged in conjunction with the Department of Early Childhood and Special Education or the Department of Elementary Education. Students are not to solicit placements. While student needs are considered in assigning placements, no particular placement can be guaranteed. West Chester University does not place students at religiously affiliated schools when public school placements are available. Transportation to and from field placements is the responsibility of the individual student.

Minor in Reading — **21 semester hours**

Students who wish to minor in reading must have completed 30 credits and must have earned the minimum cumulative GPA required for their earned credits: 2.65 for students with 30–47 credits, and 2.80 for students with 48 or more credits. Students admitted to the minor must maintain the minimum cumulative GPA required of them at admission to the minor in order to continue. Students who fall below the minimum cumulative GPA required are permitted to retake, in accordance with University policy, course work in the minor that contributed to their fall below the required minimum cumulative GPA. Such students will not be permitted to take additional course work in the minor until they achieve the required minimum cumulative GPA.

1. Required courses — 18 semester hours
   EDR/ECE 309 or EDR/EDE 311+, EDR/ECE 325+ or EDR/EDE 312+, EDR 321+, EDR 420, EDR 422
2. Electives — 3 semester hours
   Three semester hours of electives under advisement.

+ Courses requiring prerequisites – check catalog course description below.

COURSE DESCRIPTIONS
LITERACY

Symbol: EDR

020 Intermediate Level Reading (3) The intermediate level workshop will emphasize the development and improvement of college-level reading competencies. The course is designed to help the students improve their reading comprehension as well as effective study techniques and strategies. Additionally, vocabulary development, flexible reading rate, and critical reading will be taught in this course.

100 College Reading and Study Skills (3) A course to develop reading and study skills such as comprehension, vocabulary, speed, remembering, concentration, taking notes, mastering a text assignment, and preparing for and taking examinations.

110 Developing Learning Skills (1) A course that reviews and develops specialized learning skills such as concentrating when studying, reading a textbook assignment, taking notes, and preparing for and taking examinations. Students who wish to review their study habits or who have special needs in the area of study skills should enroll in this course.

▲ 302 Teaching the Language Arts (3) Study of teaching language skills in the elementary schools: listening, speaking, and writing. PREREQ: EDE 251. Crosslisted as EDE 302.

▲ 309 Introduction to Language Arts (3) The areas of listening, speaking, and writing are studied in depth. Knowledge, teaching, and evaluative techniques are addressed. Introduction to the reading process and the relationship of language to reading also will be studied. Crosslisted as ECE 309.

▲ ** 311 Introduction to Reading Instruction (3) An exploratory course investigating the reading process, language and learning theories, and their relation to reading. Historical scope and various programs of reading are studied and evaluated. Crosslisted as EDE 311. PREREQ: EDE 251.

▲ * 312 Reading Instruction and Practicum (6) Focus is on mastery of the teaching of developmental reading, early reading, and prereading experiences. The students learn how to plan, teach, and evaluate reading/thinking skills related to the instruction of reading in the elementary classroom. Students work in the public schools with small and large reading groups teaching various aspects of the reading lesson. Students also learn how to evaluate pupil performance and remediate minor reading problems. Crosslisted as EDE 312. PREREQ: EDE 200 and EDR/EDE 311.

313 Reading Instruction and Practicum in the Secondary Schools (6) Focus is on the mastery of teaching reading in the middle and secondary schools. Students will study the role of the teacher as well as learn how to sequence both developmental and content area readings.

▲ 315 Developmental Reading for the Handicapped Child (3) The focus of this course is the study of the reading process and its relation to language development, motivation and methodology for developmental reading skills, reading programs and materials, problems in dealing with handicapped children, and practicum in reading instruction. Special education majors only. Crosslisted as EDE 315.

**** 321 Diagnosis and Remediation of Reading Problems (3)** Identifying the nature and causes of reading disabilities; experience in helping a child with reading problems. PREREQ: EDR/EDE 311 or permission of instructor.

323 Reading for the Handicapped: Diagnosis and Remediation (3) Reading materials, programs, evaluations, and teaching strategies for the mentally or physically handicapped are examined and discussed. Students develop and utilize reading materials in a classroom situation. PREREQ: Permission of instructor. Special education majors and reading minors only.

▲ * 325 Teaching Reading and Field Experience (Primary Grades) (6) The teaching of reading and its mastery is the focus of this course. Students apply knowledge of theories and practices in supervised field placements in schools with children 5-8 years of age. Tutoring of individual children and small groups is integrated with planning and evaluation of lessons and activities as well as remediation. Crosslisted as ECE 325. PREREQ: EDR/ECE 309.

◗ ▲ 341 Inclusion and Reading in the Content Area (3) The course is co-taught by special education and literacy faculty. It will help prepare secondary education and special education to teach all students effectively, including those with disabilities, in general-education, content-specific settings. Practical guidelines, content literary strategies, and adaptations will be emphasized to prepare pre-educators to meet the academic, social, and affective needs of all students in the inclusive secondary classroom. Crosslisted as EDA 341. PREREQ: EDF 100 and EDP 250.

420 Reading in the Content Areas (3) Understanding the reading process and the need for reading instruction at the middle and secondary school levels. Specific skill development, reading in the content areas, readability, and evaluation.

◆ * 422 Seminar in Reading (3) Intensive study of some current, major developments in reading related to elementary education. Topics announced in advance. PREREQ: Permission of instructor.

▲ * ◆ 423 Seminar in Communications Skills (3) Intensive study of some current, major developments in communications skills (language arts) related to elementary education. Topics announced in advance. Crosslisted as EDE 423. PREREQ: Permission of instructor.

▲ * 458 Language Arts/Reading for the Unique Child (3) An open-ended course to help students understand and plan instructional programs for the linguistically different, the gifted, and those with special needs. The students will examine various strategies, techniques, management, and viable programs for teaching these children language arts and reading. Crosslisted as EDE 458.

▲ Crosslisted course. Students may not take both courses for credit.
* Open to early childhood and elementary education majors and/or reading minors
** Open to elementary education and special education majors and/or reading minors
◗ Diverse communities course
◆ This course may be taken again for credit.

Department of Management

312B Anderson Hall
610-436-2304

Charles McGee, *Chairperson*

PROFESSORS: Chu, Snow, Thomas

ASSOCIATE PROFESSORS: Callanan, Leach, McGee, Selvanathan

ASSISTANT PROFESSOR: Rodriguez

The primary objective of the Department of Management is to provide students with the skills required to manage business and public organizations effectively.

To accomplish this objective, the faculty of the Department of Management will strive

(1) to inculcate in the student the ability to reason analytically and critically;
(2) to make the student sensitive to the human relations aspect of managing others;
(3) to increase the student's awareness of the concepts and terms used in current managerial practice;
(4) to increase the student's awareness of the international dimension of business;
(5) to increase the student's skills in written and verbal communication;
(6) to foster the student's ability to synthesize the knowledge acquired from various disciplines in order to focus on managerial problems.

The Department of Management offers a B.S. in business management, which focuses on functions required to make a group of people work effectively together as a unit. These functions include planning, organizing, staffing, directing, and controlling.

All freshmen and those transfer students who have not completed the required courses will be admitted to the pre-business program.

BACHELOR OF SCIENCE – BUSINESS MANAGEMENT

1. General ed. requirements, see pages 36–39 — 48 semester hours
   (includes COM 101 or 208 or 216 or 230, CSC 110 or 115 or 141, ECO 111*, MAT 105* or 107* or 110* or 161*, PHI 101 or 150 or 180 and nine semester hours of student electives)

*A minimum grade of C must be attained in each of these courses.

2. Business core 36 semester hours
   ACC 201*, 202*; BLA 201*; ECO 112*, 251*, 252*; FIN 325*; MAT 108; MGT 200*, 341*, 499*; and MKT 325*
3. Other course required 3 semester hours
   ENG 368*
4. Management major courses 18 semester hours
   MGT 313*, 321*, 431*, 441*, and 498*; MIS 300*
5. Business electives 9 semester hours
6. Free electives 6 semester hours

A minimum of 15 credits in 300–400-level MGT courses and a minimum 30 credits in business courses must be completed at WCU.

Minor in International Business **24 semester hours**

1. Required courses 15 semester hours
   INB 300, INB 469
   Three courses from the Department of Foreign Languages (two at the 200 level and one more advanced foreign language)
2. Electives 9 semester hours
   Students may choose three courses from the list approved by the department. See adviser for course selection.

Only students accepted into the accounting, economics, finance, management, and marketing majors or departmental minors may register for 300-level business classes.

All pre-business students (internal and external transfers) may apply for the major or minor after completion of 45 credits with a minimum overall GPA of 2.50. In addition, they must have completed the following courses with a C or better: ACC 201; ECO 111, 112, and 251; MAT 105 (or higher); and MGT 200; and passed MAT 108. To progress in the management major program, students must maintain a 2.50 overall GPA. To graduate, students must have a 2.50 overall GPA and a 2.50 GPA in their major course work (as defined by each program).

*A minimum grade of C must be attained in each of these courses.

COURSE DESCRIPTIONS

MANAGEMENT
Symbol: MGT

100 Introduction to Business (3) Survey of the structure and function of the American business system. Topics covered include forms of business organization, fundamentals of management, fundamentals of marketing, basic accounting principles and practices, elements of finance, money and banking, business and government, and careers in business. Open to nonbusiness majors.

200 Principles of Management (3) Introduction to the principles and functions of management. Examines the management process, organizational theory, planning, decision making, motivation, and leadership in supervisory contexts. PREREQ: ECO 111.

313 Business and Society (3) An analysis of the social, political, legal, environmental, and ethical problems faced by business firms. PREREQ: MGT 200.

321 Organization Theory and Behavior (3) Study of the theoretical foundations of organization and management. The system of roles and functional relationships. Practical application of the theory through case analysis. PREREQ: MGT 200.

333 Labor Relations (3) Rise of the American labor movement. Labor legislation. Collective bargaining arrangements. Procedures in settling labor disputes. Organized labor's policies and practices. PREREQ: MGT 200.

341 Production and Operations Management (3) Methods analysis, work measurement, and wage incentives. Production process and system design. Plant location, layout, sales forecasting, inventory, production, and quality control, to include statistical aspects of tolerances, acceptance sampling, development of control charts, PERT, and cost factors. PREREQ: CSC 110 or 141; ECO 252; and MGT 200 or 300.

431 Human Resource Administration (3) Study of a well-planned, properly executed, and efficiently evaluated approach to manpower recruitment, screening, usage, and development. Case analysis and/or experiential exercises to illustrate the concepts used. PREREQ: MGT 200 or permission of instructor.

441 Introduction to Management Science (3) Business problems in production, inventory, finance, marketing, and transportation translated into application of scientific methods, techniques, and tools to provide those in control of the system with optimum solutions. PREREQ: MGT 341 or permission of instructor.

451 Systems Management (3) Application of systems theory and principles to the operation of contemporary organizations with emphasis on nonquantitative methods of analysis. PREREQ: MGT 321.

471 Entrepreneurship (3) Organization of a business venture with emphasis on risk, requirements, roles, and rewards. Students develop a simulated venture, with oral and written report. PREREQ: ACC 201 and 202, FIN 325, MGT 200, MKT 325, or permission of instructor.

◆ 483 Management Internship (3) The management internship is designed to enhance the student's educational experience by providing a substantive work experience in the business world. PREREQ: Internship program coordinator's approval.

486 Management Internship (6) The management internship is designed to enhance the student's educational experience by providing a substantive work experience in the business world. PREREQ: Internship program coordinator's approval.

◆ 487 Special Topics in Management (3) This course deals with current concepts in management not covered by existing courses. The course content is determined at the beginning of each semester. PREREQ: MGT 200.

◆ 488 Independent Studies in Management (1-3) Special research projects, reports, and readings in management. Open to seniors only. PREREQ: Instructor's approval.

498 Senior Seminar in Management (3) Students are engaged in reading and research on current developments in management. Research project is required to help expand and deepen the horizons of the participants. PREREQ: Senior standing, MGT 200. Seniors eligible for graduation at the end of the coming semester take priority for registration during the preregistration period.

499 Business Policy and Strategy (3) A capstone course for all business majors, requiring students to integrate and apply multidisciplinary knowledge and skills in actively formulating improved business strategies and plans. Case method predominates. Written reports. PREREQ: BLA 201, FIN 325, MGT 200, and MKT 325.

MANAGEMENT INFORMATION SYSTEMS
Symbol: MIS

300 Introduction to Management Information Systems (3) A comprehensive introduction to the role of information systems in an organizational environment. This course focuses on transforming manual and automated data into useful information for managerial decision making. PREREQ: MGT 200.

451 Systems Analysis and Design (3) The course develops the necessary skills for analysis of organizational environments in light of information system needs, as well as the skill to design such systems. PREREQ: MIS 300.

453 Decision Support Systems (3) This course is an advanced presentation of the role of management information systems in the special support needs of managers for aiding decision making. PREREQ: MGT 441, MIS 300 and 451.

INTERNATIONAL BUSINESS
Symbol: INB

300 Introduction to International Business (3) Analysis of international business transactions in large and small businesses, multinational and domestic. Functional emphasis on multinational environment, managerial processes, and business strategies. PREREQ: MGT 200.

469 International Management Seminar (3) Study of issues confronting executives as they plan, organize, staff, and control a multinational organization. Lectures, case analyses, and outside projects with local firms engaged in, or entering, international business will be utilized. PREREQ: INB 300 and MGT 200.

◆ This course may be taken again for credit.

Department of Marketing

312B Anderson Hall
610-436-2304
John Redington, *Chairperson*

ASSOCIATE PROFESSORS: Christ, Gault, Redington, Tomkowicz

ASSISTANT PROFESSOR: Phillips

The primary focus of the Department of Marketing is to prepare students to compete successfully in today's fast-paced, high-tech business environment.

To accomplish this, the faculty of the Department of Marketing will emphasize

(1) understanding the strategies related to the design, promotion, pricing, and distribution of goods and services that meet customer needs;
(2) teaching methods that allow students to assume the role of a marketing decision maker to develop an appreciation of the challenges that face today's marketers;
(3) exposing students to the latest technological developments that are changing the way marketing is undertaken;
(4) both individual and teamwork approaches to prepare students for the realities of the work environment;
(5) creating an understanding of the legal and ethical framework of marketing, competition, and other business activity.

All freshmen and those transfer students who have not completed the required courses will be admitted to the pre-business program.

BACHELOR OF SCIENCE – MARKETING

1. General ed. requirements, see pages 36–39 — 48 semester hours
   (Includes COM 101 or 208 or 216 or 230; CSC 110 or 115 or 141; ECO 111*; MAT 105* or 107* or 108* or 110* or 161*; PHI 101 or 150 or 180, and nine semester hours of student electives)
2. Business core — 33 semester hours
   ACC 201*, 202*; BLA 201*; ECO 112*, 251*, and 252*; FIN 325*; MGT 200*, 341*, 499*; MKT 325*
3. Other courses required — 6 semester hours
   GEO 325
   MAT 108 or 161 (if either of these MAT courses are completed with a grade of C or better to fulfill general requirements, then a free elective may be substituted)
4. Major concentration courses — 18 semester hours
   MKT 330*, 340*, 360*, 425*, 440*, and one additional 300-level or above MKT* course
5. Business electives — 6 semester hours
   300-level or above courses in ACC, BLA, ECO, FIN, INB, MGT, MIS, MKT, ENG 368 or GEO 425
6. Free electives — 6 semester hours

A minimum of 15 credits in 300–400 level MKT courses and a minimum of 30 credits in business courses must be completed at WCU.

Only students accepted into the accounting, economics, finance, management, and marketing majors or minors may register for 300-level business classes.

*A minimum grade of C must be attained in each of these courses.

COURSE DESCRIPTIONS

LAW

Symbol: BLA

201 The Legal Environment of Business (3) Examines the framework of the American legal system and its impact on the environment in which business operates. Sources of law, including constitutional, statutory, administrative, and common law principles, that define the relationships between government and business; buyers and sellers of goods and services; and employers and employees are discussed.

302 Special Subjects in Business Law (3) In-depth coverage of the legal topics of contracts and sales. It is intended as a partial preparation for the uniform Certified Public Accountant (CPA) examination and thus provides students with an adequate knowledge of the most widely examined subjects. Provides marketing students with a detailed knowledge of the legal topics that they will use in their careers and covers basic legal topics highly useful to management majors and all persons engaged in business.

◆ **303 Legal Problems in Business (3)** Special legal problems in business will be considered at length, such as consumer credit regulation, insurance, personal law relating to decedent's estates and Social Security, preparation for the CPA examination, etc. This course may be taken more than once (but not more than three times) for credit if the subject matter of the course is not duplicated.

MARKETING

Symbol: MKT

200 Survey of Marketing (3) Examines the impact of marketing systems in producing a standard of living in local and global economies. Topics include the structure and functions of marketing within an organization, the role of customers, and the competitive, political/legal/regulatory, economic, social-cultural, and technological environments in which these systems operate. May not be taken for credit after completion of any other marketing course. Open to nonbusiness majors.

325 Marketing Management (3) Study of the processes involved in planning and managing marketing activities in organizations. Emphasis on case studies and applications of the decision-making process. PREREQ: ACC 201, BLA 201, CSC 110 or equivalent, ECO 112 and 251, MAT 105 or 107 or 108 or 161.

330 (formerly 303) Consumer Behavior (3) Foundations of consumer behavior. Market structure and consumer behavior, purchase strategy and tactics, determinants and patterns of consumer behavior. An integrated theory of consumer behavior is sought. PREREQ: MKT 200 or 325 and permission of instructor.

340 (formerly 321) Personal Selling (3) Analysis of the selling process applied to sales calls and sales strategies, communication, persuasion, motivation, ethics, interpersonal relationships, negotiations, and professionalism. Emphasis on case studies. PREREQ: MKT 200 or 325 and permission of instructor.

350 (formerly 322) Advertising and Sales Promotion (3) A study of advertising and sales promotion management with a major focus on organization, media, strategy, campaigns, legal control, consumer behavior, budgeting, and the coordination of these activities with overall marketing programs. PREREQ: MKT 200 or 325 and permission of instructor.

360 (formerly 408) Marketing Research (3) Systematic definition of marketing problems, strategies for data collection, model building, and interpretation of results to improve marketing decision making and control. PREREQ: MKT 325.

370 Marketing and Technology (3) The purpose of this course is to familiarize students with the role technology now plays in the field of marketing. Virtually every area of marketing from identifying customers to designing products to promotion to delivery is now affected by technology. Moreover, marketing managers must not only be aware and understand these technological factors, but they must also know how to use them to gain competitive advantage. PREREQ: MKT 200 or 325.

404 International Marketing (3) Historical and theoretical background of foreign trade, world marketing environment and world market patterns, marketing organization in its international setting, and international marketing management. PREREQ: MKT 325.

406 (formerly 320) Managing Sales (3) Source, technique, and theories applied to problems encountered in managing a sales force in the areas of administration, policy, organizational structure, personnel selection and evaluation, sales training, compensation, forecasting, establishing territories and quotas, and sales analysis. Emphasis on case studies. PREREQ: MKT 340 or permission of instructor.

410 Independent Studies in Marketing (1-3) Special research projects, reports, and readings in marketing. Open to seniors only. PREREQ: Permission of instructor.

425 Marketing Strategy and Planning (3) Application of the skills required for effective managerial decision making and communication using a team approach. Emphasis on case studies, computer simulations, and the development of a marketing plan; oral and written presentation of results. PREREQ: MKT 325, 360, and senior standing.

440 (formerly 400) Senior Seminar in Marketing (3) Team research projects that require an in-

◆ This course may be taken again for credit.

depth investigation of a current topic in marketing, and the preparation and presentation of an oral and written professional repott. PREREQ: Senior standing and 12 credits in marketing, including MKT 325 and 360.

◆ **460 (formerly 450) Marketing Internship (3)** The marketing internship is designed to enhance the student's educational experience by providing a substantive work experience in the business world. PREREQ: Permission of instructor and department chair.

461 (formerly 451) Marketing Internship (6) The marketing internship is designed to enhance the student's educational experience by providing a substantive work experience in the business world. PREREQ: Permission of instructor and department chair.

490 Special Topics in Marketing (3) Special topics in marketing not covered under existing, regularly offered courses. PREREQ: MKT 325 and permission of instructor.

◆ This course may be taken again for credit.

Department of Mathematics

124 C Anderson Hall
610-436-2440

Richard Branton, *Chairperson*
Frank Milliman, *Assistant Chairperson*

PROFESSORS: Branton, Gallitano, Grosshans, Kerrigan, Szymanski, Tan

ASSOCIATE PROFESSORS: Glidden, Gupta, Johnston, Milliman, Moser, Rieger, Wolfson

ASSISTANT PROFESSORS: Gallop, Jackson, Marano, Nitica, Smith, Zimmer

INSTRUCTORS: Gysling, Matus

The Department of Mathematics offers a program leading to the bachelor of arts degree in mathematics and a program leading to the bachelor of science in education.

1. The B.A. in MATHEMATICS enables each student to receive the basic preparation for the career of his/her choice, such as college teaching, research, and service in industry and government. In all cases, the student receives a sound preparation for graduate study in the field of mathematics.
2. The B.S. in EDUCATION – MATHEMATICS focuses on a heavy concentration in mathematics while the student earns certification to teach mathematics on the middle, junior high, or senior high school levels.

The Student Handbook for Mathematics Majors should be consulted for current general and mathematics requirements.

BACHELOR OF ARTS – MATHEMATICS

1. General ed. requirements, see pages 36–39 — 48 semester hours
2. Foreign language requirement — 0-6 semester hours
   At the 200 level
3. Related requirements — 11 semester hours
   CSC 141 and PHY 170–180 (CSC 141 and three semester hours of PHY 170 satisfy the general education science distributive requirement.)
4. Major requirements — 25 semester hours
   MAT 161, 162, 200, 211, 261, 411, 421, and 441 (MAT 211 satisfies the general education mathematics basic skills requirement.)
5. Electives in mathematics — 21 semester hours
   Selected from upper-division mathematics courses, one in each of the areas of algebra, analysis, and applied mathematics

Requirement of a Minor

Students in the B.A. degree program are required to complete either a minor or, with the approval of the student's adviser and the Department of Mathematics chairperson, an additional nine credit hours of upper-division mathematics. The discipline chosen for the minor will reflect a student's post-baccalaureate goals. The department recommends completing a minor in the natural sciences (astronomy, biology, chemistry, earth sciences, geology, and physics), computer science, economics, or finance, but other minors may be selected with the approval of the student's adviser and the mathematics chairperson.

All math major courses must be pased with a C- or better.

BACHELOR OF SCIENCE IN EDUCATION – MATHEMATICS

1. General ed. requirements, see pages 36–39 — 48 semester hours
2. Mathematics requirements — 40 semester hours
   MAT 161, 162, 200, 211, 231, 261, 350 (credited to professional education), 354, 401, 411, 414, 421, and 441 (MAT 211 satisfies the general education mathematics basic skills requirement.)
3. Professional education requirements — 27 semester hours
   (See page 139.) EDA/EDR 341; EDF 100; EDP 250 and 351; EDS 306 and 411-412
4. Related requirements — 11 semester hours
   CSC 141 and PHY 170-180 (CSC 141 and three semester hours of PHY 170 satisfy the general education science requirement.)
5. Electives in mathematics — 6 semester hours
   Selected from upper-division mathematics courses; at least one course in both applied mathematics and analysis

All math major courses must be passed with C– or better.

All students seeking a B.S.Ed. must formally apply for admission to teacher education. (See "Teaching Certification Programs" in this catalog.) Only those students formally admitted to teacher education will be eligible to enroll in MAT 350 and MAT 354.

Minor in Mathematics* — 18 semester hours

Baccalaureate students may receive transcript recognition for a minor area of study in mathematics by completing four required courses and two electives selected from the approved list.

1. Required courses — 12 semester hours
   MAT 161, 162, 211, and 261
2. Approved electives — 6 semester hours
   Any two courses in mathematics with course numbers above 211 with the exception of those courses with a primary focus on teacher training or those courses restricted to students majoring in elementary education

Minor in Elementary School Mathematics (K–8)* — 18 semester hours

Required courses:
MAT 102, 121, 212, 233, 340, and 352

Advanced Placement Policy

Course credit for success on AP exams in mathematics is awarded as follows:

AP Test	Score on AP Test		
	3	4	5
Calculus AB	MAT 108	MAT 161	MAT 161
Calculus BC	MAT 161	MAT 162	MAT 162
Statistics	MAT 121	MAT 121	MAT 121

If placed in a calculus class because of an SAT score, the student must still pass a departmental examination administered during the first day of classes before being allowed to continue.

*In the above minors, a student must earn a minimum grade of C– in each course and have an average of at least 2.0 over all the courses taken in the minor.

COURSE DESCRIPTIONS
MATHEMATICS
Symbol: MAT

000 Fundamentals of Algebra (3) This course aims at strengthening basic algebraic skills. A student (other than an early childhood, elementary, and special education major) with a math SAT score greater than or equal to 440 and less than 480 must successfully complete this course with a grade of at least C– before enrolling in a 100-level mathematics course. Credits earned in 000-level courses do not count toward the 120 hours of credit needed for graduation.

001 Fundamental Skills in Arithmetic (3) A course designed to strengthen basic arithmetic skills and to introduce the elements of algebra. Students, in general, are placed in MAT 001 if their math SAT is less than 440. A student (other than an early childhood, elementary, or special education major) must complete this course and the subsequent course MAT 000 with a grade of C– before enrolling in a 100-level mathematics course. An early childhood, elementary, or special education major with a math SAT score less than 480 must complete this course with a grade of at least C– before enrolling in MAT 101.

101 Mathematics for Elementary Teachers I (3) Sets; functions; logic; development of whole numbers, integers, and rationals (including ratios, proportions, and percents); number theory; problem solving. For early childhood, elementary education, and special education majors only.

102 Mathematics for Elementary Teachers II (3) Development of real numbers; geometry; measurement; probability and statistics; problem solving. For elementary education and special education majors only. PREREQ: MAT 101.

103 Introduction to Mathematics (3) This course is a liberal arts introduction to the nature of mathematics. Topics are chosen from among logic, graph theory, number theory, symmetry (group theory), probability, statistics, infinite sets, geometry, game theory, and linear programming. These topics are independent of each other and have as prerequisite the ability to read, reason, and follow a logical argument.

104 Introduction to Applied Mathematics (3) The course is designed to help prepare students to understand almost any quantitative issues they will encounter in contemporary society. Topics are selected from the following: principles of reasoning, problem-solving tools, financial management, exponential growth and decay, probability, putting statistics to work, mathematics and the arts, discrete mathematics in business and society, and the power of numbers.

105 College Algebra and Trigonometry (3) A unified course in algebra and trigonometry. PREREQ: High school algebra.

107 College Algebra (3) A thorough treatment of college algebra. Topics covered include the study of polynomial, exponential, and logarithmic functions, plus systems of linear equations.

108 Brief Calculus (3) An intuitive approach to the calculus of one and several variables with emphasis on conceptual understanding and practical application. PREREQ: MAT 107.

110 Precalculus (3) A preparation for MAT 161, Calculus I. Topics include polynomial and rational functions, algebra of functions, graphs of functions, transcendental functions, trigonometry, series, induction, and complex numbers.

121 Statistics I (3) Basic concepts of statistics. Frequency distributions, measures of central tendency and variability, probability and theoretical distribution, significance of differences, and hypothesis testing. For nonmathematics majors.

MTL 121 Statistics Lab I (1) Introduces the student to using and programming the computer to solve statistical problems and to aid the student in understanding statistical concepts.

122 Statistics II (3) Continuation of MAT 121. Inference about the means, standard deviations and proportions, goodness of fit, analysis of variance, regression analysis, correlation, and nonparametric tests. PREREQ: MAT 121.

151 Introduction to Discrete Mathematics (3) Set theory, Boolean logic, elementary combinatorics, proofs, simple graph theory, and simple probability.

161 Calculus I (4) Differential and integral calculus of real-valued functions of a single real variable, with applications. PREREQ: Good working knowledge of high school algebra and trigonometry demonstrated by a math SAT score of 590 or above and a passing score on the departmental examination, or a C- or above in MAT 105 or 110.

162 Calculus II (4) Continuation of MAT 161 including the study of series, methods of integration, transcendental functions, and applications to the sciences. PREREQ: MAT 161.

200 The Nature of Mathematics (2) Topics include the role of mathematics in contemporary society, career opportunities, mathematical notation and argument, structure of proofs, basic facts about logic, mathematical proofs, problem-solving techniques, and introductions to mathematical software packages. PREREQ: MAT 161. Course should be taken by end of sophomore year and passed with a grade of at least a C before enrolling in higher-level mathematics courses.

261 Calculus III (3) The calculus of several variables. Topics include polar coordinates, vectors and three-dimensional analytic geometry, differentiation of functions of several variables, multiple integrals, and line and surface integrals. PREREQ: MAT 161 and 162.

 # 301 The Scientific Revolution (3) This course addresses how modern science began in the 17th century by examining its origins and including introductions to the heroes of science – Copernicus, Kepler, Galileo, and Newton. This course counts toward the writing emphasis requirement.

309 Topics in Mathematics for the Elementary Teacher (3) Introduction to programming in BASIC; computer uses for the classroom teacher; descriptive statistics with applications for teaching; and measurements of length, area, volume, and temperature that focus on the SI metric system with practice in the classroom. Additional topics in applied mathematics will be considered. PREREQ: MAT 102.

311 Linear Algebra (3) An introduction to linear algebra. Topics covered include matrices, systems of linear equations, vector spaces, linear transformation, determinants, eigenvalues, spectral theorem, and triangulation.

312 Algebra for Elementary Teachers (3) Formal structure of groups, rings, and fields with examples from the elementary curriculum. Topics from linear algebra including matrices, determinants, and linear programming. PREREQ: MAT 102.

313 Geometry for Elementary Teachers (3) Modern informal approach to two- and three-dimensional geometric figures, measurement, similarity, congruence, coordinate geometry, and the postulational method. PREREQ: MAT 102.

319 Applied Statistics (3) Probabilities, discrete and continuous probability distributions, methods of estimation, and hypothesis testing. PREREQ: CSC 141 (or equivalent) and MAT 162 (or equivalent).

321 Combinatorics and Graph Theory (3) Introduction to set theory, graph theory, and combinatorial analysis. Includes relations, cardinality, elementary combinatorics, principles of inclusion and exclusion, recurrence relations, zero-one matrices, partitions, and Polya's Theorem. PREREQ: CSC 141 or CSW 101, and MAT 261 or 281.

331 Foundations of Geometry (3) Geometric foundations from an advanced viewpoint. Topics are chosen from euclidean and noneuclidean geometrics.

332 Differential Geometry (3) Classical differential geometry from a modern viewpoint. Curves and surfaces and shape operators. Introduction to Riemann geometry. PREREQ: MAT 261.

340 Using Technology in Teaching Elementary School Mathematics (3) Using computer software, calculators, and the Internet as aids in teaching elementary school mathematics. PREREQ: MAT 101 and 102.

343 Differential Equations (3) The general theory of nth order, and linear differential equations including existence and uniqueness criteria and linearity of the solution space. General solution techniques for variable coefficient equations, series solutions for variable coefficient equations, and study of systems of linear equations. PREREQ: MAT 261.

349 Teaching Mathematics in Early Childhood (3) Concepts, learning aids, syllabi, texts, and methods in early childhood mathematical teaching. PREREQ: MAT 101.

350 Foundations of Mathematics Education (3) Historical overview of mathematics education with emphasis on influential curricular programs, programs for exceptional students, implications of learning theory, significance of research, identification of current issues, organizational alternatives for the classroom, and evaluation resources. PREREQ: MAT 261.

351 Teaching Mathematics in Elementary Schools I (3) Concepts, learning aids, syllabi, texts, and methods in elementary school mathematics. PREREQ: MAT 101-102.

352 Teaching Mathematics in Elementary Schools II (3) Techniques for teaching children concepts such as geometry in two and three dimensions, number sentences, graphing, ratios and percentages, quantifiers, etc. Use of laboratory materials will be emphasized. PREREQ: MAT 351.

354 Techniques of Teaching Secondary School Mathematics (3) Techniques used in the presentation of specific mathematical concepts, associated materials, including methods for exceptional students; levels of questioning, and motivational devices. Scope and sequence of secondary mathematics topics. Criteria for text evaluation. Preview of student teaching. PREREQ: MAT 350.

357 Teaching Mathematics to Diverse Populations (3) Methods and materials associated with the presentation of mathematics to the handicapped. Emphasis on individualization and involving thinking skills at the concrete level. Evaluative and interpretive techniques are included. PREREQ: MAT 101-102.

362 Calculus IV (3) The calculus of vector-valued functions of a vector variable. Derivatives and properties of the derivative including the chain rule, fields and conservative fields, integration, and Green's, Stokes's, and Gauss' theorems. PREREQ: MAT 261.

381 Discrete Mathematics (4) This course is designed to provide a foundation for the mathe-

Approved interdisciplinary course

matics used in the theory and application of computer science. Topics include mathematical reasoning, the notion of proof, logic, sets, relations and functions, counting techniques, algorithmic analysis, modelling, cardinality, recursions and induction, graphs, and algebra. PREREQ: MAT 162.

◆ **390 Seminar in Mathematics Education (3)** Typical topics are remedial programs, low achiever programs, materials for mathematics education, methodology in mathematics education, mathematics and the computer, theories of mathematics education, and analysis of research in mathematics education. PREREQ: MAT 351.

400 History of Mathematics for Elementary Teachers (3) History and development of elementary mathematics from primitive times to the discovery of calculus. Problems of the period are considered. PREREQ: MAT 212 and 233.

401 History of Mathematics (3) Development of mathematics from the Babylonian era to the 18th century. Some modern topics included. PREREQ: MAT 261.

◆ **405 Special Topics in Mathematics (3)** Topics announced at the time of offering.

411-412 Algebra I-II (3) (3) Abstract algebra. Algebraic systems, groups, rings, integral domains, and fields. PREREQ: MAT 261. MAT 411 must precede 412.

414 Theory of Numbers (3) Properties of integers; primes, factorization, congruences, and quadratic reciprocity. PREREQ: MAT 261.

421-422 Mathematical Statistics I-II (3) (3) Probability theory, discrete and continuous random variables, distributions, and moment generating functions. Statistical sampling theory, joint and interval estimation, test of hypothesis, regression, and correlation. PREREQ: MAT 261; MAT 421 must precede 422.

425 Numerical Analysis (3) Numerical methods for the approximate solution of applied problems. Interpolation theory, curve fitting, approximate integration, and numerical solution of differential equations. PREREQ: CSC 115 or 141, and MAT 262.

427 Introduction to Optimization Techniques (3) Nature of optimization problems: deterministic and stochastic, and discrete and continuous. Computer methods of solution, systematic and random search, linear quadratic, dynamic programming, and others. PREREQ: CSC 115 or 141, and MAT 261.

432 Topology (3) Elements of point set topology. Separation axioms. Connectedness, compactness, and metrizability. PREREQ: MAT 261.

441-442 Advanced Calculus I-II (3) (3) A rigorous treatment of the calculus of a single real variable. Topics in several real variables and an introduction to Lebesque integration. PREREQ: MAT 261; MAT 441 must precede 442.

443-444 Applied Analysis I-II (3) (3) The techniques of analysis applied to problems in the physical sciences. Topics include partial differential equations, orthogonal functions, complex integration, and conformal mapping. PREREQ: MAT 261; MAT 443 must precede 444.

445 Complex Variables (3) Introduction to functions of a complex variable. Analytic functions, mappings, differentiation and integration, power series, and conformal mappings. PREREQ: MAT 261.

◆ **490 Seminar in Mathematics (3)** Topics in mathematics selected for their significance and student-instructor interest. Independent study and student reports, oral and written. PREREQ: Senior standing and consent of department chairperson.

493 Mathematical Modeling (3) The idea of a mathematical model of a real situation. Techniques and rationales of model building. Examples from the life, physical, and social sciences. PREREQ: MAT 261 and 343.

499 Independent Study in Mathematics (1-3) Independent investigation of an area of mathematics not covered in the department's course offerings. PREREQ: Written permission of the instructor.

Symbol: STA

311 Introduction to Statistical Computing and Data Management (3) Course will give students the ability to manage and manipulate data effectively, conduct basic statistical analysis, and generate reports and graphics primarily using the SAS Statistical Software Program.

◆ This course may be taken again for credit.

School of Music

11 Swope Hall (Office of the Dean)
610-436-2739

PROFESSORS: Balthazar, Bedford, Burton, Friday, Laudermilch, McVoy, Murray, L. Nelson, Pennington, Schmidt, Veleta

ASSOCIATE PROFESSORS: Ahramjian, Chilcote, DeVenney, Dorminy, Grabb, Hanning, Ludeker, Maggio, Sprenkle, Villella, Wyss

ASSISTANT PROFESSORS: Albert, Briselli, Cranmer, Greenlee, Klinefelter, Lyons, McFarland, Metcalf, Onderdonk, Pippart-Brown, Richter, Riley, Rimple, Rozin, Winters

INSTRUCTORS: Galante, Hanna, Kaderabek, P. Nelson, Paulsen

The mission of the School of Music at West Chester University is to create a learning environment that provides the highest order of education in all major aspects of music, to establish a foundation for life-long growth in music, and to offer programs and degrees that are tradition based but future oriented. In pursuing this mission, we reaffirm our commitment to diversity within the School of Music. Our faculty members strive to be inspiring teachers as well as musical and intellectual leaders. Further, we endeavor to expand the music opportunities available to all University students and to enhance the quality of our community's musical life.

MUSIC TESTS — BACHELOR OF MUSIC IN MUSIC EDUCATION

1. Each candidate must demonstrate skill in at least one performance medium in which he or she excels: piano, organ, voice, classical guitar, or a band or orchestra instrument. It is preferable, although not required, for pianists and vocalists to perform at least part of their audition from memory.
2. All candidates are tested in voice.
3. Piano, organ, or voice majors with band or orchestra instrument experience are urged to demonstrate their ability on their instruments.

NOTE: All candidates must bring music for the vocal, piano, and instrumental compositions they intend to perform, and should come prepared with a song that will demonstrate vocal range and quality.

MUSIC TESTS — BACHELOR OF MUSIC IN THEORY AND COMPOSITION, PERFORMANCE, OR ELECTIVE STUDIES IN AN OUTSIDE FIELD

Each candidate in performance must demonstrate an advanced level of proficiency in the major area of performance as evidenced by the ability to perform compositions representing a variety of musical periods and styles, and must show potential as a professional performer. Memorization is required for pianists and vocalists. Each candidate in theory and composition or elective studies in an outside field must demonstrate an acceptable background in a major performing area; candidates in theory and composition must interview with the Department of Music Theory and Composition.

REQUIREMENTS COMMON TO ALL MUSIC PROGRAMS

1. General ed. requirements, see pages 36–39 — 48 semester hours
2. Theory requirements — 20 semester hours
   MTC 112, 113, 114, 115, 212, 213, 214, and 215
3. Music history requirements — 9 semester hours
   MHL 210, 211, and 212
4. Recital attendance

BACHELOR OF MUSIC—MUSIC EDUCATION

The B.M. in MUSIC EDUCATION is a balanced program of general, specialized, and professional courses leading to qualification for a Pennsylvania Instructional I Certificate to teach general, instrumental, and choral music in the elementary and secondary schools of Pennsylvania. The *Handbook for Students in Music – Undergraduate Division* should be consulted for the current general and music requirements.

1. Required music education courses 23 semester hours
   Professional qualifying test, MUE 101, 201, 331, 332, 333, 335, 431, and 432
2. Other music requirements 35–38 semester hours
   Major performing instrument, applied music courses, conducting, music organizations, or repertoire classes
3. Education courses 7 semester hours
   EDA 250, EDF 100, and EDP 250

BACHELOR OF MUSIC IN THEORY AND COMPOSITION, PERFORMANCE, OR ELECTIVE STUDIES IN AN OUTSIDE FIELD

The **B.M. in THEORY AND COMPOSITION** offers extensive training to develop analytical skills leading to the comprehension of the structure and form of music of all styles and periods, and to develop creative skills enabling the student to write in a contemporary idiom and to develop an individual style.

1. Required theory/composition courses 24 semester hours
   MTC 312, 313, 341, 342, 344, 417; 485 and 486 or 487 or 488
2. Other music requirements 31 semester hours
   Conducting, performance area, music organizations, music electives, piano competency

The **B.M. in PERFORMANCE** is for students who demonstrate a high degree of ability on their chosen instrument and who desire to concentrate on developing that ability. Majors in the program should consult the *Handbook for Students in Music – Undergraduate Division* for the current general and music requirements.

1. Foreign language (for vocal track only) 3 semester hours
2. Private lessons 24 semester hours
3. Required music courses 8–21 semester hours
   Conducting, minor lessons, ensembles, music electives
4. Other music requirements
   a. For instrumentalists 4 semester hours
      Music literature, small ensemble, piano competency
   b. For vocalists 11 semester hours
      VOC 329, 411, 412, 413, 414, 416, 424, 491
   c. For pianists 19 semester hours
      MAK 311, 312, 313, 314; PIA 405 and 406; two courses from PIA 423, 424, 425, 426, or 427; one course from PIA 451, 452, or 453 (Pedagogy emphasis: MAK 311, 312, 313, 314; PIA 405, 406, 450, 452; PIA 451 or 453; one course from PIA 423, 424, 425, 426, 427)
   d. For organists 19 semester hours
      MAK 311, 312, 313, 314; ORG 351, 352, 353, 451, 452

The **B.M. in MUSIC — ELECTIVE STUDIES IN AN OUTSIDE FIELD** is designed for those students who desire a general music program while at the same time pursuing a secondary interest outside of the School of Music. The *Handbook for Students in Music – Undergraduate Division* should be consulted for the current general and music requirements.

1. Required music courses 34 semester hours
   Applied lessons, conducting, ensemble, music electives
2. The outside field 21 semester hours
   These courses are taken under advisement of the outside field department chairperson. See page 41 for a listing of choices (in most cases, the curriculum for a minor will be used to determine the course work for the outside field).

Minor in Music **18–19 semester hours**

This program is geared toward liberal arts students with an interest in music. The *Handbook for Students in Music – Undergraduate Division* should be consulted for current requirements and placement testing.

1. Required courses 11–12 semester hours
   MTC 112 and 114, MHL course, music organizations, and PIA 181 and 182
2. Music electives 7 semester hours

Minor in Jazz Studies **18-21 semester hours**

This program is designed primarily for students currently enrolled in a music degree program. Students in other degree programs will be admitted if qualified. Students must have the permission of both their major adviser and the chairperson of the Department of Applied Music. The *Handbook for Students in Music – Undergraduate Division* should be consulted for current requirements.

1. Required courses 18 semester hours
   AES 151, 152; AJZ 361, 362, 365; MHL 322; MTC 361, 362
2. Music electives 0-3 semester hours
   AEO 121; AES 151, 152; APC 193

Minor in Music History **18 semester hours**

This program is designed primarily for students currently enrolled in a music degree program. Students in other degree programs will be admitted if they qualify. Students must have the permission of both their major adviser and the chairperson of the Department of Music History.

Required courses 12 semester hours
MHL 201, 210, 211, 212

Any two of the following 6 semester hours
MHL 220, 320, 325, 451, 454, 455, 458, 462, 479, 480; MHW 401–410

Equivalency in Music Therapy

Music majors may pursue courses toward a certification in music therapy through a cooperative program with Immaculata University, located ten miles from West Chester. The *Handbook for Students in Music – Undergraduate Division* should be consulted for current requirements.

Department of Applied Music

John Villella, *Chairperson*

FACULTY:

Instrumental: Ahramjian, Briselli, Gaarder, Galante, Grabb, Hanna, Hanning, Kaderabek, Laudermilch, Lyons, Metcalf, P. Nelson, Paulsen, Richter, Riley

Keyboard: Bedford, Cranmer, Greenlee, Klinefelter, Pennington, Veleta

Vocal and Choral: Chilcote, DeVenney, Dorminy, Friday, Sprenkle, Wyss

COURSE DESCRIPTIONS
INSTRUMENTAL MUSIC
NUMBERING SYSTEM

Private and class lessons are shown by the following numbers, together with the appropriate prefix:

BAR	Baritone
BAS	Bass
BSN	Bassoon
CLT	Clarinet
FLU	Flute
FRH	French Horn
GTR	Guitar
HRP	Harp
JBR	Jazz Brass
JPR	Jazz Percussion
JST	Jazz Strings
JWW	Jazz Woodwinds

OBO Oboe
PER Percussion
SAX Saxophone
TBA Tuba
TPT Trumpet
TRB Trombone
VCL Cello
VLA Viola
VLN Violin

101-402 Private instruction in minor performance area (1)
111-412 Private instruction in major performance area, music education program (1.5)
141-442 Private instruction in advanced performance area, B.M. program (3)
171–472 Private instruction in performance area, theory/composition, and elective studies programs (1.5)
INS 471-474 Advanced Instrumental Lesson (2) (Elective)
AIM 311 Marching Band Techniques (1) A survey of the function of the total marching band and each component within it.
AIM 429 Special Subject Seminar (1-2-3)
AJZ 331 Electronic Instruments (2) A study of the MIDI implementation of synthesizers, samplers, sequencers, signal processors, and rhythm processors as related to real-time performance.
◆ **AJZ 361 Jazz Musicianship and Improvisation I (3)** A basic course in jazz improvisation that emphasizes the learning and discovery of improvisational techniques through playing and listening.
◆ **AJZ 362 Jazz Musicianship and Improvisation II (3)** A continuation of AJZ 361.
AJZ 365 Jazz Ensemble Techniques (.5) Techniques and methods for organizing, rehearsing, programming, and operating jazz ensembles.
◆ **AWM 429 Special Subjects Seminar–Workshop (1-2-3)** Topics in the area of instrumental music presented by faculty members and/or visiting specialists.
ALC A Literature Class A historical survey of the music written for instrumental solo and ensemble, including current teaching materials.
ALC 312 Brass Literature I (1)
ALC 313 Brass Literature II (1)
ALC 314 Brass Literature III (1)
ALC 322 Guitar Literature I (1)
ALC 323 Guitar Literature II (1)
ALC 324 Guitar Literature III (1)
ALC 332 String Literature I (1)
ALC 333 String Literature II (1)
ALC 334 String Literature III (1)
ALC 342 Woodwind Literature I (1)
ALC 343 Woodwind Literature II (1)
ALC 344 Woodwind Literature III (1)
ALC 352 Percussion Literature I (1)
ALC 353 Percussion Literature II (1)
ALC 354 Percussion Literature III (1)
ARC A Repertoire Class:
ARC 391 Woodwind Repertoire Class (.5)
ARC 392 Brass Repertoire Class (.5)
ARC 393 String Repertoire Class (.5)
ARC 394 Percussion Repertoire Class (.5)
AMC A Master Class Solo and ensemble instrumental repertoire is performed and critiqued by the teacher and students.
◆ **AMC 311-314 Master Class Brass (1)**
◆ **AMC 321-324 Master Class Percussion (1)**
◆ **AMC 331-334 Master Class Strings (1)**
◆ **AMC 341-344 Master Class Woodwinds (1)**
ABC Brass Classes (at the beginning level) for music education majors
ABC 191 Brass Class (.5)
ABC 192 French Horn Class (.5)
ABC 193 Trombone Class (.5)
APC Percussion Classes (at the beginning level) for music education majors
APC 191 Nonpitched Percussion Class (.5)
APC 192 Pitched Percussion Class (.5)
APC 193 Drum Set Class (.5)
ASC Strings Classes (at the beginning level) for music education majors
ASC 191 Violin/Viola Class (1)
ASC 194 Cello Class (.5)
ASC 195 Bass Class (.5)
ASC 196 Guitar Class (.5)
AWC Woodwinds Classes (at the beginning level) for music education majors
AWC 191 Single Reed Class (.5)
AWC 192 Flute/Recorder Class (.5)
AWC 193 Double Reed Class (.5)
AWC 194 Reed Making Class (.5)
AEB An Ensemble: Band
◆ **AEB 101 Elementary Band (.5)**
◆ **AEB 112 Marching Band Front (1)**
◆ **AEB 311 Marching Band (1)**
◆ **AEB 321 Concert Band (.5)**
◆ **AEB 331 Symphonic Band (.5)**
◆ **AEB 341 Wind Ensemble (.5)**
AEO An Ensemble: Orchestra
◆ **AEO 101 Elementary Orchestra (.5)** PREREQ: ASC 191.
◆ **AEO 111 Chamber Orchestra (.5)**
◆ **AEO 121 Studio/Pit Orchestra (.5)**
◆ **AEO 341 Symphony Orchestra (.5)**
AES An Ensemble: Small
◆ **AES 111 Brass Ensemble (.5)**
◆ **AES 121 Percussion Ensemble (.5)**
◆ **AES 131 String Ensemble (.5)**
◆ **AES 141 Woodwind Ensemble (.5)**
◆ **AES 151 Jazz Ensemble (Criterions/Statesmen) (.5)**
◆ **AES 152 Jazz Ensemble (Combo) (.5)**
AIC A Class in Instrumental Conducting
AIC 311 Instrumental Conducting I (2)
AIC 312 Instrumental Conducting II (2) PREREQ: AIC 311 or VOC 311.

KEYBOARD MUSIC NUMBERING SYSTEM

Private and class lessons are shown by the following numbers, together with the appropriate prefix: HAR–Harpsichord, PIA–Piano, ORG–Organ
PIA 181 Class instruction in keyboard skills for nonmusic majors. (1) Prior score reading ability is not required.
PIA 182 Class instruction in keyboard skills for nonmusic majors. (1) PREREQ: PIA 181 or previously acquired score reading ability.
191-192 Class instruction in minor performance area (.5)
291-292 Class instruction in minor performance area (1)
◆ **100 Private elective instruction (1)**
101-402 Private instruction in minor performance area (1)
103-104 Private instruction in minor performance area (1)
105-106 Private instruction in minor performance area, elementary education students with a concentration in music (1)
107-109 Private instruction in a major performance area, elementary education students with a concentration in music (1)
111-412 Private instruction in major performance area, music education program (1.5)
141-442 Private instruction in advanced performance area, B.M. program (3)
171-472 Private instruction in performance area, theory/composition, and elective studies program (1.5)
413 Elective credit for senior recital, accompanying, or other participation in concerts or recitals, or extra study of literature. Available to music education seniors only during the nonstudent-teaching semester by permission of the department (1)
473-474 Advanced Keyboard Lesson (2) (Elective)
PIA 403 Harpsichord and Continuo Realization (1) An introduction to harpsichord playing and the principles of continuo accompaniment as a Baroque style.
◆ **MAK 311-314 Master Class (Keyboard) (1)** For keyboard majors. Experience in performing memorized literature. Class members also play two piano compositions and ensemble music for piano and other instruments.
ORG 351 Organ Literature I (3) A survey of literature for the organ from the 13th century to the Baroque period; influence of the organ on the literature.
ORG 352 Organ Literature II (3) A survey of literature for the organ from J. S. Bach to the present; influence of the organ on the literature. Recordings and performances by organ majors will be evaluated.
ORG 353 Organ Pedagogy (3) Dynamics of the one-to-one teacher-student relationship. An in-depth study of standard teaching materials. Practical experience in individual instruction.
ORG 451 Accompanying (3) Performance of the vocal and instrumental accompanying literature for organ from all periods; performance and reading sessions.
ORG 452 Service Playing (3) A study of problems in service playing for the organist. Included will be hymn accompaniment, improvisation, conducting from the organ, and literature for the service.
PIA 130 Music for Piano (3) An introductory course in the history and appreciation of keyboard literature from the 16th to the 20th century. This is a basic course for nonmusic majors designed for the general requirements. Not open to music majors.
◆ **PIA 213 Studio Lessons in Accompanying (1)** Studio instruction in accompanying for pianists in any music program.
PIA 223 Classroom Piano Skills (.5) Class instruction once per week in minor performance area for instrumental and vocal music education majors.
PIA 233 Classroom Piano Skills (1) Class instruction once per week in rote song harmonization, transposition, patriotic songs, and sight reading on electronic keyboards for music education piano majors.
◆ **PIA 235 Keyboard Repertoire (.5)** A weekly performance class for sophomore music education keyboard majors.
◆ **PIA 250 Accompanying, Ensemble, and Sight Reading (1)** Class instruction in accompanying, ensembles, and sight reading.
PIA 330 Jazz Keyboard Improvisation (1) Class instruction in jazz keyboard improvisation once

◆ This course may be taken again for credit.

per week. Piano experience on at least an intermediate level is required.

PIA 334 Keyboard Accompanying (Minor) (1) Class instruction once per week in accompanying, score reading, popular music, and sight reading for vocal music education majors.

PIA 335 Keyboard Accompanying (Major) (1) Class instruction once per week in accompanying, score reading, popular music, improvisation, and sight reading for piano music education majors.

PIA 340 Advanced Jazz Keyboard Improvisation (1) Class instruction in advanced jazz keyboard improvisation once per week. Piano experience in jazz improvisation required.

PIA 404 Transposition and Score Reading (2) Emphasizing the needs of the keyboard accompanist. Techniques include clef reading, harmonic analysis, interval transposition, solfege steps, and enharmonic changes.

PIA 405 Accompanying—Vocal (3) Performance of the vocal accompanying literature from all periods; performance and reading sessions in class.

PIA 406 Accompanying—Instrumental (3) Performance of the instrumental accompanying literature from all periods; emphasis on the sonata literature; performance and reading sessions in class.

PIA 410 Independent Studies in Keyboard Music (1-3) Special research projects, reports, or readings in keyboard music. Permission of department chairperson required.

PIA 423 Baroque Keyboard Literature (3) The Renaissance through development of variation form and dance suite. Performance practices, ornamentation, and figured bass. In-depth study of works of Handel, Bach, and Scarlatti. Some student performance required.

PIA 424 Classical Piano Literature (3) Origin and development of the sonata and performance practices of homophonic style. Music of Bach's sons, Haydn, Mozart, and Beethoven. Some student performance required.

PIA 425 Romantic Piano Literature (3) Analysis of piano styles of Schubert, Chopin, Mendelssohn, Schumann, Liszt, Brahms, Faure, and Tchaikovsky. Performance practices. The virtuoso etude and problems of technical execution. Some student performance required.

PIA 426 20th-Century Piano Literature (3) Seminal works and styles of this century. Albeniz, Rachmaninoff, Debussy, Ravel, Prokofiev, Hindemith, Schoenberg, Bartok, and American composers. Some student performance required. PREREQ: MTC 213.

PIA 427 The Concerto (3) A chronological presentation of the development of the piano concerto emphasizing performance practices and problems. PREREQ: MTC 213.

PIA 429 Special Subjects Seminar (1-3) Significant topics presented by faculty members and/or visiting lecturers. Designed to meet the specific needs of undergraduate keyboard majors.

PIA 443 Keyboard Ensemble (.5) The class will focus on a variety of ensemble experiences, including duets and accompanying choral groups.

PIA 450 Group Piano Pedagogy I (3) Procedures and materials for group piano instruction. Emphasis on developing comprehensive musicianship through an interwoven study of literature, musical analysis, technique, improvisation, ear training, harmony, transposition, and sight reading. Includes practicum in group piano instruction.

PIA 451 Piano Pedagogy I (3) An in-depth study of materials available to the studio piano teacher for the elementary levels. Discussions include different methods, technique, harmony, ear training, and sight reading. Includes practicum in individual instruction.

PIA 452 Piano Pedagogy II (3) An in-depth study of repertoire and materials available to the studio piano teacher for the intermediate levels. Discussion of related concerns such as memorization, practice techniques, developing technique through literature, principles of fingering, and sight reading. Includes practicum in individual instruction.

PIA 453 Selected Topics in Piano Pedagogy (3) Further exploration of the goals and objectives of piano study through presentation of selected topics and continued practicum in individual instruction.

VOCAL AND CHORAL MUSIC NUMBERING SYSTEM

Private lessons are shown by the following numbers, together with this prefix: VOI-Voice

◆ 100 Private instruction for nonmusic majors. Permission of the chairperson required (1)

101-402 Private instruction in minor performance area (1)

111-412 Private instruction in major performance area, music education program (1.5)

141-442 Private instruction in advanced B.M. performance program (3)

171-472 Private instruction in performance area, theory/composition, and elective studies program (1.5)

473-474 Advanced Voice Lesson (2) (Elective)

151-452 Private instruction in minor performance area, B.A. theatre: musical theatre (1)

◆ CHO 211 Men's Chorus (.5) A chorus presenting the choral literature for male voices. Open to all male students by audition.

◆ CHO 212 Women's Chorus (.5) A chorus presenting the choral literature for female voices. Open to all female students by audition.

◆ CHO 311 Mastersingers Chorus (.5) A chorus presenting oratorios, masses, and more difficult mixed choral literature. Open to all students by audition.

◆ CHO 312 Cantari Donne (.5) A select choir specializing in chamber music for women's voices. Open to all female students by audition.

◆ CHO 410 Opera Chorus (1) An elective course devoted to the training of a choral group that participates in opera or operetta productions. May not be used to satisfy choral requirements. Membership by audition.

◆ CHO 411 Chamber Choir (.5) Small group of singers specializing in the performance of Renaissance/Baroque, sacred, and secular literature. Membership by audition.

◆ CHO 412 Concert Choir (.5) Devoted to acquiring a fine technique in choral singing through the preparation of programs for performance. Membership by audition.

VOC 111 Madrigal Class (1) A survey of madrigal literature through records, tapes, and class performance with emphasis on materials suitable for use in secondary schools.

VOC 135 IPA (.5) The study of the International Phonetic Alphabet (IPA).

VOC 211 Performance Preparation (2) A course designed to teach the student performer how to prepare a dramatic score. PREREQ: MTC 110 or equivalent and VOI 181.

VOC 227 Literature of the Musical Theater (2) The literature of the musical theater from Singspiel to Broadway musical. Changes in style are observed and analyzed.

◆ VOC 235 Vocal Repertoire Class (.5) A weekly performance class for music education vocal majors.

VOC 311 Choral Conducting I (2) A practical application of conducting and vocal techniques in choral direction through practice in conducting a choral group.

VOC 312 Choral Conducting II (2) Continued development of the conducting techniques with emphasis on conducting of polyphonic choral music and on the musical styles of the various choral periods. PREREQ: VOC 311.

VOC 315 English-Italian Diction (2) English, Italian, and Latin diction for singers. Use of phonetics with application to singing of selected songs.

VOC 329 Art Song (3) Origins and development of the art song.

VOC 411 Master Class (Voice): Baroque Period (1)

VOC 412 Master Class (Voice): German Lied (1)

VOC 413 Master Class (Voice): French Melodie (1)

VOC 414 Master Class (Voice): 20th-Century Art Song (1)

VOC 416 French-German Diction (3) French and German diction for singers. Use of phonetics with application to singing of selected songs.

◆ VOC 421 Opera Workshop (2) The preparation of a musical production; coaching of scenes, stage movement, and costuming. Permission of instructor required.

◆ VOC 424 Musico-Dramatic Production (1-3) Major roles and/or major responsibilities in extended productions. By audition.

VOC 426 Choral Literature (2) The development and performance style of the choral repertoire.

◆ VOC 429 Special Subjects Seminar (1-3) Significant topics presented by faculty members and/or visiting lecturers. Designed to meet the specific needs of undergraduate music majors.

◆ VOC 436 Vocal-Choral Music Workshop (1-3) Specialized workshops in the area of vocal and/or choral music. Subject to be announced at the time of the offering.

VOC 491 Vocal Pedagogy (2) Principles and techniques of teaching voice. PREREQ: Four semesters of private instruction or permission of instructor.

VOI 181 Voice Class (1) Class instruction in singing skills for nonmusic majors. Previous voice study not required.

VOI 182 Voice Class (.5) Class instruction in singing skills for nonmusic majors. PREREQ: VOI 181 or permission of instructor.

VOI 191 Voice Class (.5) Class instruction in a minor performance area. Open to nonmusic majors with permission of the department chairperson.

VOI 192 Voice Class (.5) Continuation of VOI 191. PREREQ: VOI 191.

◆ This course may be taken again for credit.

Department of Music Education

Jane Pippart-Brown, *Chairperson*
FACULTY: Albert, Burton, Ludeker, McFarland

COURSE DESCRIPTIONS MUSIC EDUCATION

Symbol: MUE

001 Professional Qualifying Remediation (.5) Designed to present musicianship skills for students who have failed the professional qualifying examination.

101 Dalcroze in Music Education I (.5) A study of integrating eurhythmics, solfege, and improvisation to enhance students' listening, performing, and creating skills.

102 Dalcroze in Music Education II (.5) Continuation of MUE 101 Dalcroze in Music Education I. PREREQ: MUE 101.

201 Music Education Seminar (.5) A seminar introducing the philosophical foundations of music education and the structure of the school music program. Required for all music education majors prior to MUE 331.

231 Music for the Classroom Teacher (3) Designed to equip the elementary classroom teacher to participate in a music program. Emphasis on teaching procedures and materials.

232 Music in Early Childhood (3) Designed to equip the teacher of early childhood to develop specific concepts utilizing singing, rhythmic, and melodic activities. Emphasis on listening and movement to music.

331 Music Methods and Materials (3) The study of music and the learning process at the elementary level to include Dalcroze, Kodaly, and Orff. PREREQ: MUE 201 and AIC 311 or VOC 311, and performance qualifying test.

◗ **332 Music Methods and Materials II (3)** The study of music and the learning process at the secondary level to include technology, listening skills, multicultural diversity, general music programs, and administrative skills. PREREQ: MUE 331.

333 Instrumental Methods and Materials (3) Fundamentals underlying the development of instrumental programs in the public schools. Emphasis on program organization and administration, teaching procedures, and materials. PREREQ: VOC 311 or AIC 311. COREQ: MUE 331 or 332.

335 Choral Methods and Materials (2) Designed to acquaint the student with a variety of choral music suitable for school use. Program planning and rehearsal techniques are demonstrated.

NOTE: The sequence for these REQUIRED music education courses is consecutive semesters: MUE 331 and 333 (or 335) followed by MUE 332 and 335 (or 333) followed by MUE 431 and 432. Enrollment for these courses is limited on a yearly basis and is planned at a meeting for sophomores in the fall and spring semesters. See coordinator of professional sequence.

337 Instrumental Techniques and Materials (2) For juniors and seniors who desire to specialize in instrumental music. Considers rehearsal procedures, effective materials, minor repairs of instruments, competitions and festivals, and marching band procedures. PREREQ: MUE 333.

338 Comprehensive Musicianship/Leadership Training in Music Education (2) A course designed to help future professionals develop leadership qualities and pragmatic instructional skills. Motivational strategies as advocated by leading authorities will be emphasized. Content includes visionary leadership, time management, and principles in self-discipline, self-confidence, and problem solving. Teaching assignments will include methodologies in comprehensive musicianship and a variety of teacher/leader concepts.

412 Teaching Music Listening at the Elementary Level (3) Analysis of musical concepts within selected compositions with subsequent design of sequential teaching-learning strategies for all levels, K–12. Music majors only.

422 Music in the Middle School (3) Review and critical analysis of music education in the middle school: philosophies, curriculum, practices, and personnel.

428 Music in Special Education (3) Characteristics of special pupils; adaptation of teaching techniques, materials, and curriculum. PREREQ: MUE 231, 232, or 331.

430 Related Arts Pedagogy in Music Education (3) Principles of related-arts teaching applicable to musical elements, art, and creative movement, with appropriate teaching techniques at specified grade levels. Materials for school music programs; basal music series, other texts and literature, and resources in related arts. Demonstration lessons and unit planning.

431 Student Teaching I (6) Observation and participation in teaching vocal and instrumental music at the elementary level. Undertaken in conjunction with qualified cooperating teachers. Professional conferences and visits are an integral part of the experience. PREREQ: See MUE 432.

432 Student Teaching II (6) Observation and teaching general, vocal, and/or instrumental music at the secondary level. Professional conferences and visits are an integral part of the experience. PREREQ for MUE 431/432: Satisfy requirements under "Formal Admission to Teacher Education." GPA 2.8. Grades of C or better in required methods classes and final required keyboard minor and voice minor. Complete music theory and aurals, music history, conducting, and all instrument classes. Completion of 90 semester hours.

◗ Diverse communities course

Department of Music History and Literature

Sterling E. Murray, *Chairperson*
FACULTY: Balthazar, Onderdonk, Schmidt, Winters

COURSE DESCRIPTIONS MUSIC HISTORY

Symbol: MHL

121 Fine Arts (Music) (3) Designed for the general requirements. An introductory course in the history and appreciation of music from the Middle Ages through the contemporary period. Not open to music majors.

NOTE: Other courses are available to the nonmusic major for general requirements. Particularly suitable is MHL 125.

◗ **125 Perspectives in Jazz (3)** For nonmusic majors. Guided listening to improve understanding and enjoyment of jazz with emphasis on jazz heritages, chronological development, and sociological considerations, culminating in an analysis of the eclectic styles of the 1960's and 1970's. Not open to music majors.

◆ **179 Special Subjects Seminar (3)** Significant topics in music history and literature presented by faculty members and/or visiting lecturers. Designed for the nonmusic major who has had little or no previous musical experience. Fulfills the general requirements. Not open to music majors.

 # 201 Form and Style in the Arts (3) Relationships between the arts (music, literature, fine arts, and dance) stressed through common principles of form and style. Concentration on the development of skills of critical perception through practical application with reference to various arts. Fulfills the interdisciplinary requirement.

210 Music History I (3) An introduction to musical style and listening techniques within a historical context: (1) an introduction to style periods, music listening skills, concepts of form, and style analysis in both Western and non-Western music; (2) historical survey of music beginning with the music of the early Church and continuing through the end of the 16th century.

211 Music History II (3) A historical survey of music from 1600 to 1825. Analysis of appropriate genres, styles, forms, social contexts, aesthetics, and performance practices will be considered. PREREQ: MHL 210, with a grade of C– or better.

212 Music History III (3) A historical survey of music from 1825 to the present. Analysis of appropriate genre, styles, forms, social contexts, aestethic concepts, and performance practices will be considered. PREREQ: MHL 211, with a grade of C– or better.

◗ Diverse communities course
◆ This course may be taken again for credit.
\# Approved interdisciplinary course

◆ **310 Collegium Musicum (1)** A chamber ensemble specializing in the use of authentic instruments and performance techniques in the music of the Medieval, Renaissance, and Baroque eras. Membership by audition.

312 Women in Music (3) A survey of the role that women played in the history of music from the Middle Ages to the present. Open to nonmusic majors and music majors without prerequisites.

325 History of Rock (3) This course traces the development of 1950s rock and roll from its rhythm and blues, and country and western sources through the world music influences of the 1970s and beyond. Open to music majors and nonmusic majors without prerequisites.

410 History of Jazz (3) A survey of the history of jazz, including representative performers and their music. PREREQ: MTC 212, or permission of the chairperson.

411 World Music (3) An introduction to the study of tribal, folk, popular, and oriental music and ethnomusicology methodology. Open to music majors and nonmusic majors without prerequisites.

451 Music in the United States (3) Survey of the development of music and musical styles from 1620 to the present. Analysis of styles, forms, aesthetic concepts, and practices. Open to music majors and nonmusic majors without prerequisites.

454 History of Opera (3) A basic course in the origin and development of opera and its dissemination throughout the Western world. PREREQ: MHL 212, or permission of instructor.

455 History of Orchestral Music (3) A study of representative orchestral works: symphonies, concerti, suites, overtures, and others, from the Baroque Period to the present. PREREQ: MHL 212, or permission of instructor.

458 Performance Practices (3) A consideration of the special problems encountered in the stylistic realization and performance of music from the Medieval through the Romantic eras. Particular attention will be focused on original sources, period instruments, and performance practices. PREREQ: MHL 212, or permission of instructor.

462 Mozart and His Works (3) A study of the life and music of Wolfgang A. Mozart with special reference to the period in which he lived. PREREQ: MHL 212, or permission of chairperson. This course is offered in Salzburg, Austria.

◆ **479 Topics in Music History I (1-3)** Significant topics presented by faculty members and/or visiting lecturers. Designed to meet specific needs of undergraduate music majors.

◆ **480 Topics in Music History II (1-3)** Significant topics presented by faculty members and/or visiting lecturers. Designed to meet specific needs of undergraduate music majors.

◆ **481 Independent Study (1)**

◆ **482 Independent Study (2)**

◆ **483 Independent Study (3)**

◆ **MHW 401-410 Workshops in Music History (1-3)** Participation-oriented workshops designed to meet specific needs in music history and to develop skills for practical application in teaching and professional settings.

◆ This course may be taken again for credit.

Department of Music Theory and Composition

Robert Maggio, *Chairperson*

FACULTY: Maggio, L. Nelson, Rimple, Rozin

COURSE DESCRIPTIONS MUSIC THEORY AND COMPOSITION

Symbol: MTC

014 Basic Dictation and Sight Singing (2) A preparatory course for music majors emphasizing basic aural perception and sight-singing skills needed for effective music study.

110 Fundamentals of Music (3) A study of basic elements of music for those without previous musical experience. For nonmusic majors only.

112 Theory of Music I (3) Introduction to music theory, music writing, and keyboard harmony. Elements of musical form; binary and ternary forms. Primary triads and their inversions. Analysis and creative activity.

113 Theory of Music II (3) Supertonic and other secondary triads and their inversions; diatonic seventh chords; modulation; compound ternary, rondo, and variation forms. Analysis and creative activity. PREREQ: MTC 112, with a grade of C- or better.

114 Aural Activities I (2) Development of basic hearing skills, chiefly through sight singing and dictation activities based on the subject matter of MTC 112.

115 Aural Activities II (2) Continued development of basic hearing skills. PREREQ: MTC 112 and 114, with a grade of C- or better in both.

212 Theory of Music III (3) Diatonic and chromatic seventh chords and their inversions. Modulation. Invention and fugue, sonata-allegro forms. Analysis and creative activity. PREREQ: MTC 113, with a grade of C- or better.

213 Theory of Music IV (3) Harmonic and contrapuntal techniques of the 20th century. Form in contemporary music. Analysis and creative activity. PREREQ: MTC 212.

214 Aural Activities III (2) Material of advanced difficulty involving chromatic alteration, foreign modulation, and intricate rhythms. PREREQ: MTC 113 and 115, with a grade of C- or better.

215 Aural Activities IV (2) Continuation of MTC 214 and activities involving nontonal music. PREREQ: MTC 212 and 214.

261 Fundamentals of Jazz (2) A basic course in jazz theory.

271 Radio and Television Music (2) Techniques used in composing and arranging music for radio and television; practical writing experience.

312 Composition I (3) Creative writing in the forms, styles, and media best suited to the capabilities and needs of the student. PREREQ: MTC 212.

313 Composition II (3) Further application of MTC 312, stressing contemporary techniques. PREREQ: MTC 312.

341 Orchestration (3) The orchestra; use of instruments individually and in combination. PREREQ: MTC 212.

342 Musical Form (3) The standard forms of tonal and contemporary music. PREREQ: MTC 212.

344 Counterpoint I (3) The contrapuntal techniques of tonal music. Chorale prelude and invention. PREREQ: MTC 212.

345 Counterpoint II (3) Advanced contrapuntal forms including canon and fugue. PREREQ: MTC 344.

346 Techniques of Early 20th-Century Music (3) A study of compositional techniques in representative vocal and instrumental works of the first two decades of the century.

◆ **361 Jazz Harmony and Arranging I (3)** A basic course in jazz/popular harmony and arranging techniques, including contemporary chord symbols and terminology, and basic voicing for brass, reed, and rhythm sections.

◆ **362 Jazz Harmony and Arranging II (3)** An intermediate course in jazz/popular harmony and arranging techniques, including more advanced harmonic techniques. Writing for strings, woodwinds, and electronic instruments is introduced.

364 Performance Practices in Contemporary Music (3) Technical problems of understanding new notation (e.g., graphic, proportional, multiphonics, microtones, metric modulation, asymmetrical rhythm groupings, prose scores, etc.) and facility in performing scores that include these techniques. PREREQ: MTC 213 or permission of instructor.

412 Composition III (3) Composition in larger forms. Open to composition majors only. PREREQ: MTC 313.

413 Composition IV (3) Advanced composition involving major projects in a contemporary idiom. PREREQ: MTC 412.

415 Serialism and Atonality (3) Compositional procedures and theoretical concepts in atonal and serial works of Schoenberg, Berg, Webern, Bartok, Stravinsky, and more recent composers. PREREQ: MTC 213.

416 Jazz Practices (2-3) Jazz history, writing, and performance. Survey of basic jazz literature; fundamental techniques in arranging and improvising. PREREQ: MTC 213 or equivalent.

417 Computer Music I (3) Materials and techniques of computer music. Laboratory experience in the composition of computer music. PREREQ: MTC 312 or permission of instructor.

418 Composition V (3) Advanced composition lessons for theory/composition majors. PREREQ: MTC 413.

450 Acoustics of Music (3) The study of sound; its production, transmission, and reception. Musical instruments, the acoustics of rooms, and the physical basis of scales.

◆ **MTC 479 Seminar in Music Theory/Composition (3)** Special topics in specialized areas of music theory and composition.

◆ **MTC 481 Independent Study (1)**

◆ **MTC 482 Independent Study (2)**

◆ **MTC 483 Independent Study (3)**

◆ This course may be taken again for credit.

Department of Nursing

222 Sturzebecker Health Sciences Center
610-436-2219
Ann Coghlan Stowe, *Chairperson*
Susan C. Slaninka, *Assistant Chairperson*

PROFESSORS: Hickman, Slaninka

ASSOCIATE PROFESSOR: Mackey

ASSISTANT PROFESSORS: Conroy, Coghlan Stowe, Devlin-Kelly, Garrett, Nester, Thomas, Thompson, Tucker, Wanta, Zabat

INSTRUCTORS: Bohs, Doherty, Schlamb, Stabler-Haas

The Department of Nursing is accredited by the Commission on Collegiate Nursing Education (One Dupont Circle, NW, Suite 530, Washington, DC 20036) and approved by the State Board of Nursing of the Commonwealth of Pennsylvania.

Admission Criteria

Applicants for nursing must have completed work equal to a standard high school course, including a minimum of 16 units: four units of English, three units of social studies, two units of mathematics (one of which must be algebra), and two units of science with a related laboratory course or the equivalent. A combined score of 1000 is expected on the SAT.

BACHELOR OF SCIENCE IN NURSING

The bachelor of science degree program in nursing is offered by the Department of Nursing, which is an integral part of the College of Health Sciences. The family-centered program is based on the concept that the person is a biopsychosocial being with basic health needs. The Department of Nursing believes that high-quality health care is a basic right of all people and that health care needs can be met through the practice of the professional nurse who has completed a systematic program of courses in the social and natural sciences, humanities, and the nursing major.

Characteristics of the graduate include: 1) an awareness of, and sense of responsibility for, social issues as they affect diverse populations; 2) leadership through professional and civic activities to advocate for the improvement of health care; 3) accountability and competency in utilizing the nursing process to assist clients at various levels of health in a variety of settings; 4) collaboration, coordination, and consultation as a colleague in the interdisciplinary health team; 5) belief in learning as a life-long process; 6) nursing theory and research to support nursing practice.

DEGREE REQUIREMENTS

1. General ed. requirements, see pages 36–39 — 48 semester hours
   Can include BIO 100; CHE/CRL 103-104 or CHE/CRL 107; MAT 121; PSY 100; and SOC 200.
2. Nursing core requirements — 55 semester hours
   NSG 212, 311-312, and 411-412; NSL 212, 311-312, 411-412; and two nursing electives
3. Cognate requirements* — 21 semester hours
   BIO 204, 259, 269, and 307; HEA 206 or PSY 210; and HEA 303

A total of 120 credits is required for graduation.

Academic Promotion Policy
Failures, D Grades, or NG (No Grade)

All nursing students who have a grade of D, F, or NG (no grade) in required courses during the freshman and sophomore years must repeat these courses and achieve a satisfactory grade (C– or above) before entering the junior-level nursing major courses. Nursing students must have a 2.0 GPA before entering the clinical courses at the junior year.

A student must achieve a grade of C– or better in the nursing major in the junior year for promotion to the senior year and achieve at least a C– in the senior year for graduation. Students also must achieve at least a C– in BIO 307 and MAT 121.

If a student must repeat a nursing course, a grade of C– or better in both the theory and laboratory (clinical practicum) components must be achieved. The theory and clinical portions of a nursing course must be taken concurrently.

Other policies are explained in detail in the current issue of the department handbook.

Special Requirements

Generic nursing candidates are admitted once a year, in September. Transfer students can be admitted in spring and fall.

Nursing students are required to supply their own transportation to clinical facilities.

Insurance. Students are required to carry liability insurance coverage in the amount of $1,000,000/$3,000,000 during the junior and senior year at a yearly cost of approximately $30. Students also are required to carry health insurance.

Uniforms. Students are required to wear white uniforms to some of the clinical experiences during the junior and senior years. For community clinical settings, students will be required to purchase a purple nursing polo shirt from the WCU Bookstore, to be worn with black or khaki slacks. Uniform policies are presented in detail in the current issue of the department handbook.

CPR Certification. Students enrolled in nursing courses with a clinical component are required to be currently certified by the American Red Cross, American Heart Association, or other acceptable resource in Life Support (two-person) Cardiopulmonary Resuscitation. The CPR course must include resuscitation of children and infants.

Calculations exam. Competency in calculation of dosages is a prerequisite to NSG/NSL 311. The student is required to have attained 100 percent proficiency in calculating dosages as measured by a paper and pencil test. The nursing laboratory coordinator administers the calculations exam in the spring semester immediately prior to enrolling in the clinical courses.

HESI Exit Exam. All senior students must complete the HESI Exit Exam prior to graduation. Cost is assumed by the student.

Health Requirements

Nursing candidates must meet the general health requirements of all students at West Chester University for the freshman and sophomore years. Candidates must meet the following health requirements during the summer prior to the junior year: inoculations against diphtheria, tetanus, measles, mumps, Rubella, rubeola, poliomyelitis (a series of four), Hepatitis B, and varicella; a complete physical examination, TB skin test, eye examination, and any other diagnostic tests deemed necessary. Prior to the senior year, students must repeat the TB skin test.

Nursing Laboratory

The nursing laboratory in the Sturzebecker Health Sciences Center is available as a resource to help the nursing student in the learning process. There are four sections of the laboratory. One area contains hospital beds, examination tables, and other equipment found in clinical care settings. This area is used for the teaching and learning of nursing skills. The second area is a separate computer laboratory for students to study and review nursing theoretical and clinical skills, and to complete required computer software programs. The third area is a conference room for student and faculty meetings and seminars. The fourth section of the lab is a student-centered gathering and study area. Every student is required to use the learning laboratory at specified times. In addition, students are expected to spend time using this resource for independent learning based on their individual needs. The laboratory is staffed by a full-time nursing laboratory coordinator who is a registered nurse.

Transfer Policy

Both internal and external transfer students are accepted into the nursing major each semester. The number accepted each semester is based on the number that the department can accommodate in a sound educational experience.

* Some of these courses may be used to satisfy distributive requirements.

Students currently enrolled at West Chester University who wish to transfer in to the Department of Nursing should attend a transfer information session to begin the process and subsequently submit an application packet to the department. All application procedures must be completed in order for the candidate to be considered for entrance into the nursing major.

All students who wish to transfer into the Department of Nursing must:

1. Show evidence of satisfactory completion (70 percent or better) in BIO 100, 110, or 259, CHE 103 and CRL 103, or CHE 107 and CRL 107, PSY 100 or SOC 200, and WRT 120; and
2. Meet with the adviser in the Department of Nursing to sign an individualized agreement that reserves placement in clinical nursing courses during the academic year identified.

Degree Program for Registered Nurses

The department offers an innovative and flexible program for registered nurses who wish to earn a baccalaureate degree in nursing. The Curriculum Committee of the Department of Nursing unanimously approved the Pennsylvania Higher Education Nursing Schools Association (PHENSA) Articulation Model for registered nurse students in spring 1997. This model allows for transfer of nursing credits if the student has graduated from a National League for Nursing Accrediting Commission (NLNAC) accredited program in the last 10 years or has practiced nursing a minimum of 1000 hours in the last three years. Using the PHENSA model, the following courses may be transferred in and credit awarded:

- NSG 212, 312, and 411; NSL 212, 312, and 411 (28 credits)
- The RN student is required to take NSG 311 and 412, and NSL 311 and 412.

Other requirements:

- Most RN students may also transfer in basic biology, anatomy and physiology, chemistry, microbiology, and any other college credits that they have.
- RN students are not required to take BIO 307 (pathophysiology) as the student's nursing courses and/or clinical practice validate a knowledge base in this area.

Detailed information about this program may be obtained from the department office.

Licensing Eligibility in Pennsylvania

In order to be employed in professional nursing, students must apply for a temporary practice permit through the State Board of Nursing.

Students must meet all program requirements to be eligible for the National Council Licensure Examination (NCLEX) upon graduation. Passing this examination designates Registered Nurse (RN) status. In accordance with the Professional Nurse Law, felonious acts prohibit licensure in Pennsylvania as indicated by the following:

"The Board shall not issue a license or certificate to an applicant who has been convicted of a felonious act prohibited by the act of April 14, 1972 (P.L. 233, No. 64), known as 'The Controlled Substance, Drug, Device and Cosmetic Act,' or convicted of a felony relating to a controlled substance in a court of law of the United States or any other state, territory, or country unless:

(1) At least ten (10) years have elapsed from the date of the conviction;

(2) the applicant satisfactorily demonstrates to the board that he has made significant progress in personal rehabilitation since the conviction such that licensure of the applicant should not be expected to create a substantial risk of harm to the health and safety of patients or the public or a substantial risk of further criminal violations; and

(3) the applicant otherwise satisfies the qualifications contained in or authorized by this act.

As used in the subsection, the term 'convicted' shall include a judgment, an admission of guilt or a plea of nolo contendere. An applicant's statement on the application declaring the absence of a conviction shall be deemed satisfactory evidence of the absence of a conviction, unless the Board has some evidence to the contrary." (Pennsylvania State Board of Nursing, Professional Nurse Law, printed, March 2003)

COURSE DESCRIPTIONS
NURSING
Symbol: NSG

◗ **109 Health Issues of Women (3)** (Offered jointly with Department of Health, as NSG/HEA 109) This course encompasses the needs and concerns of women as consumers in our present health care system. It examines various biological, psychological, and social topics related to women's health care, including medical abuses, sexuality, sex roles, and women's health in the workplace. This course is an enrichment to liberal education, encouraging inquiry into previously neglected areas of women and health. It is offered in the Women's Studies Program and is open to all University students, regardless of major, as an elective.

110 Transcultural Health: Principles and Practices (3) (Offered jointly with Department of Health, as NSG/HEA 110) This course examines the health beliefs and practices of a variety of subcultural groups in the U.S. Emphasis is placed on the application of multicultural health beliefs to the caring process. It utilizes the cross-cultural approach in meeting the health needs of clients and families. It is open to all University students, regardless of major, as an elective.

212 Nursing Theories and Concepts (4) Taken in the sophomore year. Nursing theories and concepts, conceptual frameworks, theories from other disciplines that may apply to nursing, and the nursing process are studied in this course. PREREQ: Sophomore standing.

NSL 212 Nursing Theories and Concepts Lab (2) (Must be taken with NSG 212) This clinical experience includes interviewing skills, physical and psychosocial assessment, vital signs measurement, basic hygienic practices, body mechanics, and infection control.

216 Healthy Aging in the New Millennium (3) The student will have the opportunity to form a relationship with a healthy, elderly individual. Students will utilize communication skills through interaction on a one-to-one basis with senior citizens in a private home setting. Students will become acquainted with the problems of day-to-day living and the crises that face this population along with the adaptive strengths and resources that are an essential part of the healthy older person's personality.

217 Loss and Grieving: What to Say, What to Do (3) Loss, grief, and/or depression are universal experiences. Concrete measures to help oneself and peers better cope with these experiences are presented. Barriers that make providing comfort and support to others difficult or uncomfortable are identified and discussed. Effective measures for talking with and helping those who are grieving, depressed, or suicidal are presented, and each student is assisted to develop his or her own style in comfortably using selected approaches. Classes will be participatory with minimal lecture.

218 Concepts in Caring (3) The emphasis of this course is that caring is a universal concept that can be viewed from many disciplines. Nurses, professionals in the caring business, serve as the guides in a creative journey connecting human caring and the various disciplines.

219 Computers and the Health Care Delivery System (3) This elective course will be of practical importance to any student who is interested in the impact of computers on the health care delivery system. The course is divided into three areas: 1) an overview of the computer; 2) application of the computer to the health care delivery system, including the role of the health care professional and the consumer; and, 3) issues pertaining to the computer and the health care delivery system. Use of the computer with a variety of applications and CAI software is integrated throughout the course.

221 Skills for Professional Success (1) This one-credit elective for level III and IV nursing majors is designed to help students foster clinical judgment skills by focusing on study skills, critical thinking, and test-taking. Emphasis is placed on preparing students with skills that are essential for success on the National Council Licensure Examination for Registered Nurses (NCLEX-RN). PREREQ: Must be enrolled in nursing courses at 300 or 400 level.

 # 222 Issues in Transcultural Health Care Delivery (3) This is a systems approach to health care delivery. Surveys health needs of diverse U.S. populations using a multidisciplinary approach. Introduces the origin and evolution of sociocultural health beliefs as they impact health behaviors and outcomes of cultur-

◗ Diverse communities course
\# Approved interdisciplinary course

ally and ethnically diverse individuals and populations. All concepts will be approached from business/economics, health, and political science perspectives. Promote collaboration among disciplines, to improve student communication skills to facilitate their ability to advocate for diverse populations, and to improve health care services for diverse populations.

311 Adaptation I (5) Must be taken during junior year, fall semester. The emphasis of this course is on the prevention of illness and promotion of health by assessment of the health status, appropriate intervention, and evaluation of the health promotion plan. The nursing process provides the framework for promotion of wellness in a variety of settings with clients of any age group. PREREQ: BIO 307.

NSL 311 Adaptation I Laboratory (5) Clinical experiences are provided in agencies where relatively well populations have been identified, such as schools, nursery schools, well baby clinics, and health maintenance clinics. NSG 311 and NSL 311 always must be taken concurrently. PREREQ: BIO 100, 204, 259, and 269; CHE 103-104 and CRL 103-104 or CHE 107 and CRL 107; COM 101, 208, 216, or 230; WRT 120 and one of the following, WRT 200, 204, 205, 206, 208, or 220; HEA 303; NSG 212 and NSL 212; PSY 100; HEA 206 or PSY 210; and SOC 200.

312 Adaptation II (6) Must be taken during junior year, spring semester. The emphasis of this course is on the maintenance of health and promotion of adaptive responses in clients with chronic health problems. The nursing process is used to assist these clients to adapt to stressors through supportive therapeutic, palliative, and preventive measures.

NSL 312 Adaptation II Laboratory (5) Clinical experience is provided in settings where clients with chronic health problems have been identified. These settings include rehabilitation centers, child development centers, nursing homes, and acute care settings. These environments provide flexibility for students to implement changes for clients and acquire skills that will be utilized in other nursing courses. NSG 312 and NSL 312 always must be taken concurrently. PREREQ: NSG 311 and NSL 311.

314 Internship (3) This course is designed to provide nursing students with the opportunity to enhance knowledge and skills acquired in NSG/NSL 311-312. Students will have the opportunity to participate in the care of a group of clients over a consecutive span of days and to increase their awareness of the professional role. PREREQ: Successful completion of NSG/NSL 311-312.

316 Coping with Cancer (3) The emphasis of this course is on coping with clients who have cancer. Various physiological and psychosocial effects this disease has on clients and their families will be examined. The course will allow students to explore their own feelings related to cancer and assist them in their contacts with cancer clients. Topics that will be discussed include dealing with loss, pain, pain management, hospice care, and communication with the cancer client. This course is open to all students.

317 Selected Topics in Nursing (3) An in-depth study of selected, current topics relevant to nursing and health care. This course will emphasize the critical analysis of current topics on health care. Each student will develop a commitment to reading and critiquing nursing literature in professional journals as part of the teaching-learning process.

320 Care of the Inner Self (3) This course focuses on care of the inner self or spirit. The purpose of the course is to prepare one to understand the inner self and to know how to use the power within the self to maintain wellness and prevent illness.

367 Nursing Implications of Drug Interactions (1) The student will be introduced to essential pharmacological principles and concepts. The nursing process will provide the framework for the application of the theory in a variety of health care settings.

◆ **410 Independent Study in Nursing (3)** The student produces an independent, research-oriented project under close faculty advisement on a nursing topic of special interest to the student. Participation in a selected field experience is optional. PREREQ: Permission of department chairperson.

411 Advanced Adaptational Problems I (6) Must be taken during senior year, fall semester. The emphasis of this course is on the study of adaptive responses that create new stresses, requiring additional adaptations and frequently interrupting an individual's mode of functioning. The nursing process is used to assist clients in crises.

NSL 411 Advanced Adaptational Problems I Laboratory (5) Clinical experience is provided in acute care settings, in psychiatric in-patient settings, and in community health settings. NSG 411 and NSL 411 always must be taken concurrently. PREREQ: MAT 121, NSG 312, and NSL 312.

412 Advanced Adaptational Problems II (6) Must be taken during senior year, spring semester. NSG 412 is a continuation of NSG 411 with the emphasis on the subconcepts of decision making and advocacy. The nursing process is utilized interdependently in approaching multihealth care problems of clients. Special attention is given to inquiry as the student correlates nursing theories and concepts with identifiable research problems in varied environments. Opportunity is provided in this semester to develop organization and management skills.

NSL 412 Advanced Adaptational Problems II Laboratory (5) Clinical experience is provided in acute care settings, psychiatric inpatient settings, and community health settings. NSG 412 and NSL 412 always must be taken concurrently. PREREQ: NSG 411 and NSL 411.

414 Breastfeeding and Human Lactation (3) For students seeking in-depth knowledge about breastfeeding and human lactation. Emphasis is on understanding the physiology of human lactation and the health impact on infants and their mothers. The normal process of breastfeeding will be addressed with exploration of the barriers to breastfeeding as well as the supports available for breastfeeding.

◆ This course may be taken again for credit.

Pharmaceutical Product Development

117 Schmucker Science Center South
610-436-2939
e-mail: ppd@wcupa.edu
Albert Caffo, *Co-Director*
Joan Woolfrey, *Co-Director*

ADVISORY BOARD

Albert Caffo, *Chemistry*
Jack Gault, *Marketing*
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Joan Woolfrey, *Philosophy*

The new bachelor of science in **pharmaceutical product development** prepares students for careers in the biopharmaceutical industry. The curriculum was developed through extensive dialog with representatives of the pharmaceutical and biotechnology industries, and is designed to meet the unique needs of students seeking careers in this dynamic industry. The curriculum for the degree is interdisciplinary in nature; students acquire a solid foundation in the physical and pharmaceutical sciences, as well as experience in technical writing, oral communication, statistics, economics, and biomedical ethics. This innovative curriculum is coupled with two summers of cooperative employment following the sophomore and junior years. These paid cooperative assignments are provided within the pharmaceutical industry and give graduates experience and a level of understanding that is a practical, invaluable complement to the classroom. Graduates of this program are poised to enter graduate programs with a breadth of understanding that otherwise takes several years of industrial experience to acquire.

Please contact the Pharmaceutical Product Development Office for further information on admission standards for undergraduate and transfer students.

BACHELOR OF SCIENCE—PHARMACEUTICAL PRODUCT DEVELOPMENT

1. General ed. requirements, see pages 36–39 — 48 semester hours
   PHI 371 will be required and will fulfill the interdisciplinary requirement, MAT 121 will be required and will fulfill the basic skills mathematics requirement, and ECO 112 must be selected as one course in the behavioral and social sciences. Although these courses may be used to fulfill distributive requirements, they are required courses

in the degree program. Two of the general education student electives are to be chosen from the list of pharmaceutical product development electives in consultation with an adviser.

2. Chemistry courses 25 semester hours
   CHE 103, 104, 231, 232, 321, and 476; and CRL 103, 104, 231, and 232
3. Biology courses 22 semester hours
   BIO 110*, 214, 220, 230, 367, and 469; and BIL 333
4. Interdisciplinary 11 semester hours
   PPD 481, 482, 483, 484, and 485
5. Supporting Courses 20–21 semester hours
   COM 230*, ENG 371/375, MAT 108/161, PHY 130* and 140, and STA 311
6. Pharmaceutical product development electives 6 semester hours
   Two courses are to be chosen from the following list in consultation with an adviser.
   BIO 217, 307, 310, 314, 334, 357, 421, 428, 430, 431, 454, 456, 464, 465, 467, 484; BLA 201; CHE 300, 321, 333, 345, 381, 403, 424, 436, 479; CRL 321, 424, 436, 471, 472; MAT 122, 162, 221, 261, 421, 422; MKT 200; PPD 485

* This course also satisfies the general education requirement.

COURSE DESCRIPTIONS PHARMACEUTICAL PRODUCT DEVELOPMENT

Symbol: PPD

481 Drug Design I (3) The first course in a three-semester sequence. This course emphasizes the chemical aspects of drug development and integrates the major concepts in medicinal chemistry. A variety of topics involving drug design and development are introduced. These include the establishment of lead compounds and the development of structural libraries through combinatorial chemistry. Molecular modeling and structure/activity relationships are introduced. PREREQ: BIO 469 and CHE 232.

482 Drug Design II (3) A course emphasizing pharmacokinetic and toxicokinetic aspects of drugs. Sites and mechanisms of drug reaction and drug metabolism are discussed. Drug toxicology is also explored in depth. Laboratory therapeutic drug monitoring as a measure of improving drug efficacy is considered. PREREQ: BIO 367 and PPD 481.

483 Drug Design III (3) A course emphasizing statistical skills which are often employed in drug development and/or clinical trials. Stages in the drug discovery process are explored as well as informed consent, bioethics, and other medical legal issues. Methods for demonstrating drug safety and efficacy are discussed. PREREQ: PPD 482 and STA 311.

484 Pharmaceutical Co-Operative I (1) A summer, paid cooperative experience with a pharmaceutical or biotechnology company. These co-ops are designed to provide experiences in key aspects of the pharmaceutical industry. Students will be supervised jointly by an on-site professional scientist and a member of the Pharmaceutical Product Development Program Committee. One credit will be awarded. PREREQ: Completion of BIO 214, 220; BIL 333; and CHE 232. The sudents must have a minimum GPA of 2.75 and a grade of C- or better in all science courses. A minimum of 24 credit hours must be completed at West Chester University for successful evaluation and recommendation of the Pharmaceutical Product Development Program Committee.

485 Pharmaceutical Co-Operative II (1) A second summer, paid cooperative experience with a pharmaceutical or biotechnology company. These co-ops are designed to provide experiences in key aspects of the pharmaceutical industry. This experience will be designed to complement the experience gained from PPD 484. One credit will be awarded. PREREQ: Completion of PPD 484. The students must have a minimum GPA of 2.75 and a grade of C- or better in all science courses.

Department of Philosophy

103 Main Hall
610-436-2841

Thomas Platt, *Chairperson*

PROFESSORS: Croddy, Platt, Struckmeyer

ASSOCIATE PROFESSORS: Hoffman, Porritt

ASSISTANT PROFESSORS: Burtner, Woolfrey

The Department of Philosophy offers two concentrations leading to the bachelor of arts degree.

1. The philosophy concentration surveys the history of philosophy, explores its major disciplines, and focuses on selected topics of perennial interest. The purpose of the program is to develop the organizational, analytic, and expressive skills required for law school, the seminary, graduate work in philosophy, and the wide range of careers in government, business, and industry.
2. The religious studies concentration is designed for students planning on religious vocations, or as a foundation for graduate work in religion or cross-cultural studies. The emphasis is on individual and social expression of religion, Western and non-Western, philosophic implications, and fine arts applications.

Majors in the B.A. program should consult the department handbook and their adviser for current requirements.

REQUIREMENTS COMMON TO THE B.A. PROGRAMS

1. General ed. requirements, see pages 36–39 48 semester hours
2. Foreign language/culture requirement 0-15 semester hours
3. Major requirements 30 semester hours
4. Free electives 27-42 semester hours

BACHELOR OF ARTS—Philosophy Concentration

1. Required core courses 21 semester hours
   PHI 101, 190, 270, 272, 350, 412, and 499
2. Philosophy electives 9 semester hours

BACHELOR OF ARTS—Religious Studies Concentration

1. Required courses 24 semester hours
   PHI 101, 102, 202, 203, 204, 205, 271, 349, 414
2. Elective in religious studies 3 semester hours
   As advised

Minor Programs

Students may minor in either philosophy or religious studies. A minimum of 18 semester hours is required. Elective courses are selected in consultation with the student's minor adviser. Either of these minors may be taken as a concentration in the bachelor of arts in liberal studies general degree program.

Philosophy Minor **18 semester hours**

1. Required courses 12 semester hours
   PHI 101, 150 or 190, 174 or 180, and 270, 271, or 272
2. Philosophy electives (under advisement) 6 semester hours

Religious Studies Minor **18 semester hours**

1. Required courses 12 semester hours
   PHI 102, 202 or 203, 204 or 205, and 349
2. Religious studies electives (under advisement) 6 semester hours

COURSE DESCRIPTIONS PHILOSOPHY

Symbol: PHI, unless otherwise noted.
NOTE: Only PHI 405, 436, and 499 have prerequisites. All other philosophy courses are nonsequential and open to all students. Not all courses will be offered every year.

INTRODUCTORY COURSES IN PHILOSOPHY AND RELIGION

101 Introduction to Philosophy (3) The chief problems and methods of philosophic thought, with a survey of some typical solutions. The place and influence of philosophy in life today.

 # 102 Introduction to Religious Studies (3) The role of religion in human life. Illustrations drawn from various traditions, rituals, and belief patterns, both ancient and modern.

125 Theology and Science: Enemies or Partners (3) An inquiry into the relationship of theology to the natural sciences. Team taught by both a physicist and a philosopher, the course investigates how ideas of God have been affected by advances in physics and biology. Crosslisted as PHY 125.

150 Critical Thinking and Problem Solving (3) Introduction to the principles of valid inference and effective thinking. Problem solving; puzzles; games; decision making; the syllogism; probability; logical fallacies; and creative thinking.

 # 174 Principles of the Arts (3) A critical examination of traditional and contemporary aesthetic theories from diverse cultural perspectives to extend students' thinking about the "concept" as well as the "experience" of art. Visual and literary arts are emphasized, as well as how to live a more artful life.

◗ **180 Introduction to Ethics (3)** Introduction to major theories in moral philosophy and ethical decision making in our daily lives with an emphasis on the influence of culture, power, and privilege.

207 Philosophies of Nonviolence (3) An examination of the concepts of violence and nonviolence, especially as seen by recent thinkers. The course attempts to link theory with practice by considering the contributions of Tolstoy, Gandhi, Thoreau, and other philosophers, religious thinkers, and activities.

 # SSC 200 Introduction to Peace and Conflict Studies (3) An interdisciplinary inquiry into the nature and causes of social conflict. The aim throughout is to find ways of avoiding destructive conflict, whether through negotiation or other means. The issue of justice as a factor in conflict receives special attention.

COURSES IN THE HISTORY OF PHILOSOPHY

■ **270 History of Ancient Philosophy (3)** A survey of the major figures of ancient philosophy, from the pre-Socratic period through Plato, Aristotle, the Epicureans, and Stoics, to the Skeptics and Neo-Platonists.

271 History of Medieval Philosophy (3) The history of philosophy from the early Church fathers to the late Middle Ages. St. Augustine, St. Thomas, mysticism, Jewish and Mohammedan influences, humanism, and the rise of science.

■ **272 History of Modern Philosophy (3)** From Descartes to Hegel. The social, political, and scientific impact of the philosophers.

■ **273 19th-Century Philosophy (3)** Hegel and German Idealism; decisive influences on European and American literature and thought. Survey of the chief themes of Schopenhauer, Comte, Mill, Spencer, Marx, Kierkegaard, Darwin, and Nietzsche.

284 American Philosophy (3) Leaders in science, literature, religion, and government who have shaped American thought. Philosophers of Puritanism, the Revolution, Transcendentalism, and native schools of Realism, Idealism, and Pragmatism.

◆ **350 Philosophical Topic: The 20th Century and Beyond (3)** A historical survey of the main trends in late 20th century philosophy an contemporary philosophy. The topic may vary from semester to semester.

411 Problems of War (3) An examination of war and the "war system," including terrorism. Alternatives to war are also considered.

■ **415 Existentialism (3)** "Existentialism" loosely refers to one strand of 20th century philosophy and literature that explores the loss of confidence in the Enlightenment "dream of reason." A survey of this existentialist family of artists and philosophers including Kierkegaard, Dostoevsky, Nietzsche, Heidegger, Sartre, Kafka, and Camus. Includes a brief survey of existentialist themes on contemporary post-modernist developments in the arts, social sciences, and philosophy.

COURSES ON OTHER PHILOSOPHICAL TOPICS

190 Logic (3) Arguments are used in everyday life to persuade and make a point. An introductory course that discusses what arguments are, what makes them good or flawed, and how the truth and falsity of their various parts affect our evaluation of them. Provides students with a skill for logical and systematic thinking that will help them through their college careers and beyond.

◆ **201 Contemporary Issues (3)** Discussion and analysis of contemporary philosophical issues. The topic varies from semester to semester.

 # 330 (also LIN 330) Introduction to Meaning (3) Discussion of the analysis of meaning given by various disciplines, including philosophy, psychology, linguistics, communication studies, and the arts.

360 (also LIN 360) Philosophy of Language (3) A discussion of our use of language in the acquisition of knowledge. We will use material from philosophy, linguistics, psychology, art, music, and literature.

 # 371 Biomedical Ethics (3) The study of philosophical concepts and ethical criteria as applied to health care practice and clinical research. Issues examined and analyzed include problem-solving methods, the theory and practice of informed consent, end-of-life decision making, resource allocation, and problems posed by managed care, research ethics, and environmental concerns.

412 Ethical Theories (3) An inquiry into the meaning, interpretations, and function of ethical theory in our lives. The course will explore some combination of classic, modern, and contemporary ethical theories. PREREQ: PHI 101, 180, or permission of instructor.

413 Aesthetic Theories (3) Interpretation of beauty and art. Effects of motivation, and problems in media and in goals. A background of meaning for the evaluation of specific works of painting, sculpture, music, and architecture.

414 Philosophy of Religion (3) Religion and the religious experience as viewed by major Western thinkers. The existence of God, immortality, religious knowledge, evil, miracles, and science and religion.

422 Philosophy of Science (3) The nature of scientific method and scientific theory, with reference to presuppositions, inference, explanation, prediction, applications, and verification.

436 Symbolic Logic (3) Principles and methods of symbolic logic. Practice in determining validity of sentential and quantificational arguments. The algebra of classes. PREREQ: PHI 190 or permission of the instructor.

480 Environmental Ethics (3) Explores different approaches to the question of how to view and interact with the natural environment. Analyzes ethical issues regarding the natural environment and develops students' ability to express views in a thoughtful and critical way through written assignments and presentations.

482 Social Philosophy (3) The relationship between the individual and the social/political order. The good society and the just state as seen by modern and recent Western thinkers, such as Locke, Rousseau, Marx, Nozick, and Rawls. Cutting-edge issues of the present day are also explored. Course is conducted in seminar format.

COURSES IN RELIGION

202 Religions of the West I (3) A survey of the thought of Christianity and Judaism to the year 500.

203 Religions of the West II (3) A survey of the thought of Christianity, Islam, and Judaism, from the year 500 to the present. Emphasis on theological development, with attention to social, economic, and historical factors.

204 Philosophies and Religions of India (3) The religious and philosophical heritage of India, from Vedic times to the present. Examination of major classics, such as Rig Veda, Upanishads, Bhagavad-Gita, and Yoga-sutras; recent writers such as Tagore, Gandhi, and Radhakrishnan.

205 Philosophies and Religions of the Far East (3) A survey of Far Eastern philosophy, religion, and scientific thought. Confucianism, Taoism, and the various schools of Mahayana Buddhism, including Zen, are given primary emphasis.

349 Ideas of the Bible (3) An introduction to Biblical concepts of revelation, God, man, nature, and redemption in light of Hebrew and Greek thought.

414 Philosophy of Religion (3) See "Courses in Philosophical Topics," above.

INDEPENDENT STUDIES AND SEMINARS

◆ **410 Independent Studies (1-3)**

◆ **499 Philosophic Concepts and Systems (3)** An intensive study of the major works of one philosopher, stressing themes and comparison with other views. Required of all philosophy majors. PREREQ: Six hours of philosophy and senior standing, or permission of instructor.

Approved interdisciplinary course
◗ Diverse communities course
■ Culture cluster
◆ This course may be taken again for credit

Department of Physical Education — See Kinesiology

Department of Physics and Pre-Engineering Program

127 Boucher Hall
610-436-2497

Anthony J. Nicastro, *Chairperson*

ASSOCIATE PROFESSORS: Nicastro, Skelton

ASSISTANT PROFESSOR: Waite

The Department of Physics offers three undergraduate degree programs: the bachelor of science in physics, the bachelor of science in education, and a cooperative five-year engineering program with The Pennsylvania State University at University Park and the Harrisburg campus.

For admission to the physics program, most students should have completed, in addition to the general University requirements, one year each of high school chemistry and physics, and a minimum of three years of mathematics, including algebra and trigonometry. Any student with a deficiency must complete WRT 120 and MAT 161 with grades of C– or better to be admitted to the program.

West Chester has a chapter of the national physics honor society, Sigma Pi Sigma.

A minor program in physics also is available.

The physics programs can also be found on the Internet (http://phy.wcupa.edu).

The Robert M. Brown Endowed Scholarship for Physics was established in 1997 by Mr. Robert M. Brown. Partial tuition scholarships are awarded annually to students in the physics program.

In addition, the Dr. Michael F. Martens Award, established by the West Chester Lions Club, is given annually to students who have shown outstanding achievement in physics. Awards are determined by the department's faculty. Other awards include the Benjamin Faber Award in physics and mathematics, and the Diane and Roger Casagrande Scholarship for students in pre-engineering or communication studies. In addition to these, the Physics/Philosophy Prize is awarded to a student who has made a notable contribution on a topic related to the interface of science and theology. These awards are granted annually at an induction ceremony for new members of the West Chester University Chapter of Sigma Pi Sigma, the national physics honor society.

BACHELOR OF SCIENCE—PHYSICS

This program is designed as preparation for graduate school or careers in government or industry. The curriculum includes a strong foundation in mathematics and the humanities. A wide choice of electives in the program provides the flexibility to develop a minor in an area of interest.

Requirements

A. Physics: PHY 170, 180, 240, 300, 310, 320, 330, 350, 370, 420, and 430; an additional six credits in physics must be chosen from available electives at or above the 250 level
B. Mathematics: CSC 141; MAT 161, 162, 261, and 343
C. Chemistry: CHE 103 and 104; CRL 103 and 104

Students must maintain a GPA of 2.0 or greater in their physics courses. Transfer students must take 15 or more physics credits at West Chester at the 300 level and above for graduation.

BACHELOR OF SCIENCE IN EDUCATION—PHYSICS

The B.S. program in physics education provides a solid background in physics, mathematics, and related science for a teaching career at the secondary level and leads to certification to teach physics in the public schools of Pennsylvania.

A. Physics concentration requirements
   1. Physics: PHY 170, 180, 240, 300, 310, 320, 330, and 410 or 430
   2. Mathematics: MAT 161, 162, 261, and MAT 343 or PHY 370
   3. Sciences: CHE 103 and 104; CRL 103 and 104; SCB 350; and an elective in astronomy, biology, and computer science
B. Professional education requirements (See page 139.)

Students must maintain a GPA of 2.0 or greater in their physics courses. Transfer students must take nine or more physics credits at West Chester at the 250 level and above for graduation.

COOPERATIVE PHYSICS/ENGINEERING PROGRAM

The Department of Physics, in cooperation with The Pennsylvania State University at University Park and the Harrisburg campus, offers degree programs in physics and engineering requiring three years at West Chester University plus two years at The Pennsylvania State University. At the end of this period, the student receives two baccalaureate degrees: a B.S. in physics from West Chester and a B.S. in engineering from Penn State.

Admission to The Pennsylvania State University is contingent on a recommendation from the Department of Physics and the student having maintained the overall average for the specific engineering major. Most areas of engineering require a minimum 3.0 GPA for admission at the junior level.

Students who have completed a bachelor's degree are not eligible for transfer to Penn State in this program.

Areas of study in engineering at The Pennsylvania State University at University Park are the following:

Aerospace Engineering
Agricultural Engineering
Architectural Engineering*
Ceramic Science
Chemical Engineering
Civil Engineering
Computer Engineering
Electrical Engineering
Engineering Science
Environmental Engineering
Industrial Engineering
Mechanical Engineering
Metallurgy
Mining Engineering
Nuclear Engineering
Petroleum and Natural Gas Engineering

Areas of study in engineering at The Pennsylvania State University at Harrisburg are the following:
Electrical Engineering
Environmental Engineering

Physics Concentration Requirements

A. Physics: PHY 115, 116, 170, 180, 240, 260, 300, 310, 320, and 370; an additional six credits in physics at or above the 300 level must be chosen, depending on the engineering area selected
B. Mathematics: CSC 141; MAT 161, 162, 261, and 343
C. Chemistry: CHE 103 and 104; CRL 103 and 104

In addition, students intending to enroll in chemical engineering must have CHE 231 and 232; in mining engineering, ESL 201 and ESS 101; and in petroleum and natural gas engineering, ESL 201 and ESS 101. Students intending to enroll in aerospace, electrical, or nuclear engineering must take PHY 370 and PHY 420.

Minor in Physics **19 semester hours**

The program can be used as technical preparation to complement work in other scientific or nonscientific areas, e.g., business majors interested in careers in technologically oriented industries, majors interested in technical or scientific sales, English majors interested in technical writing, or social science majors interested in the area of energy and the environment.

Required: PHY 130 and 140, or PHY 170 and 180; also PHY 240. In addition, students must select eight credits of physics courses at the 250 level or above, chosen under advisement with the Department of Physics. Transfer students must take a minimum of six credits at West Chester at the 250 level or above. A 2.0 GPA or better must be maintained in all physics courses.

*Architectural engineering majors must spend three years at the University Park campus of Penn State.

COURSE DESCRIPTIONS
PHYSICS
Symbol: PHY

(3,2) represents three hours of lecture and two hours of lab.

100 Elements of Physical Science (3) A study of motion, energy, light, and some aspects of modern physics.

105 Structure of the Universe (3) A survey of phenomena and objects in the universe from the very smallest distance scales to the grandest in the cosmos. Includes a historical consideration of the developments of modern theories of the physical world.

115 Engineering Graphics I (1) Use and preparation of engineering drawings. Topics include the use of instruments, linework, geometric construction, lettering, four types of projections, dimensioning, and sections.

116 Engineering Graphics II (1) A continuation of PHY 115, to include topics such as layout, detail, and assembly drawings, developments, auxiliary drawings, various types of drafting, machine tool processes, and computer drafting. PREREQ: PHY 115.

125 Theology and Science: Enemies or Partners (3) An inquiry into the relationship of theology to the natural sciences. Team taught by both a physicist and a philosopher, the course investigates how ideas of God have been affected by advances in physics and biology. Crosslisted with PHI 125.

130 General Physics I (4) An introductory, noncalculus, physics course. Mechanics of solids and fluids, wave motion, heat and temperature, thermodynamics, and kinetic theory. (3,2) PREREQ: Algebra and trigonometry.

140 General Physics II (4) An extension of PHY 130. Electricity and magnetism, geometrical and physical optics, and modern physics. (3,2) PREREQ: PHY 130.

170 Physics I (4) An introductory laboratory-based course. Includes mechanics, kinetic theory, waves, heat, and thermodynamics. The laboratory emphasizes error analysis, the writing of technical reports, and data analysis using computers. PREREQ: MAT 161.

180 Physics II (4) A continuation of PHY 170. Includes electricity and magnetism, geometrical and physical optics, electronics, and modern physics. PREREQ: PHY 170. Concurrent with MAT 162.

240 Introduction to Modern Physics (3) An atomic view of electricity and radiation, atomic theory, special relativity theory, X-rays, radioactivity, nuclear fission, and introductory quantum mechanics. PREREQ: MAT 162, and PHY 140 or 180.

260 Engineering Statics (3) Composition and resolution of forces, equivalent force systems, equilibrium of particles and rigid bodies, centroids and center of gravity, analysis of simple structures, internal forces in beams, friction, moments and products in inertia, and methods of virtual work. PREREQ: MAT 162, and PHY 130 or 170.

300 Mechanics (3) Particle kinematics, dynamics, energy, and momentum considerations; oscillations; central force motion; accelerated reference frames; rigid body mechanics; Lagrangian mechanics. PREREQ: MAT 162, and PHY 140 or 180.

310 Intermediate Physics Laboratory I (2) A laboratory course to familiarize students with laboratory equipment and methods by performing a series of classical and modern physics experiments. The course emphasizes techniques of data and error analysis. The results of these are reported through both oral presentations and written reports. CONCURRENT: PHY 240.

320 Intermediate Physics Laboratory II (2) A continuation of PHY 310, but including an introduction to writing scientific proposals and the use of computers for data acquisition. Students are required to propose and complete an experiment of their own design as one part of this course. PREREQ: CSC 141, PHY 310.

330 Electronics I (3) Emphasis is divided between theory and experiment. The course begins with a brief review of resistive and RC voltage dividers. Electronic circuits studied include basic operational amplifiers, timers, instrumentation amplifiers, logic circuits, flip flops, counters, and timers. (2,2) PREREQ: MAT 161, PHY 140 or 180, or permission of instructor.

340 Fundamentals of Radioisotope Techniques (3) Biological, chemical, environmental, and physical effects of nuclear radiation. Radiation detection instrumentation and radio tracer methodology. (2,2) PREREQ: CHE 104, and PHY 140 or 180.

350 Heat and Thermodynamics (3) Equations of state, first and second laws of thermodynamics, ideal and real gases, entropy, and statistical mechanics. PREREQ or CONCURRENT: MAT 262, PHY 240.

370 Mathematical Physics (3) Selected topics in mathematics applied to problems in physics, ordinary differential equations, vector calculus, Fourier analysis, matrix algebra, and eigenvalue problems. PREREQ: MAT 261, and PHY 140 or 180.

400 Analytical Dynamics (3) Wave propagation, Lagrange's equations and Hamilton's principle, rigid body motion, and special relativity. PREREQ: MAT 343 and PHY 300.

410 Optics (3) Geometrical and physical optics. Reflection and refraction at surfaces, lenses, interference and diffraction, and polarization. PREREQ: PHY 140 or 180. PREREQ or CONCURRENT: MAT 262.

420 Atomic Physics and Quantum Mechanics (3) Fundamental concepts of quantum mechanics with application to atomic physics. Topics covered are Bohr model, Schrödinger equation with applications, perturbation theory, helium atom, and scattering theory. PREREQ: PHY 240 and 300, and MAT 343 or PHY 370.

430 Electricity and Magnetism (3) Electrostatics of point charges and extended charge distributions, fields in dielectrics, and magnetic fields due to steady currents. Ampere's Law and induced emfs. Topics in electromagnetic waves as time permits. PREREQ: PHY 300, and MAT 343 or PHY 370.

440 Microcomputer Electronics (3) Laboratory study of special circuits, integrated circuits, microcomputers, and microcomputer interface applications. PREREQ: PHY 330, and MAT 343 or PHY 370.

450 Advanced Physics Laboratory I (1) A course to familiarize students with contemporary laboratory equipment and methods.

460 Advanced Physics Laboratory II (1) A continuation of PHY 450.

◆ **470 Seminar in Physics (1)** Oral and written reports on approved topics. Variation in topics from year to year, depending on the interest and needs of students.

◆ **480 Special Topics (1-3)** Topics of special interest to be presented once or twice. PREREQ: To be specified by the instructor. Course may be repeated by student for credit any number of times when different topics are presented.

◆ **490 Introduction to Research (1-9)** Specific problems in consultation with the faculty adviser. PREREQ: Permission of instructor.

 # SCB 210 The Origin of Life and the Universe (3) An interdisciplinary course that presents the theory and evidence for the first three minutes of the universe, and formation of the stars, galaxies, planets, organic molecules, and the genetic basis of organic evolution. PREREQ: High school or college courses in at least two sciences.

SCI 102 Electricity with Physical and Biological Applications (3) An exploration of the physics of electrical circuits, the chemical basis of electricity as the flow of electrons, acid-base and oxidation-reduction reactions in chemical and in living systems, the electrical activity in the human nervous system, and connections between electricity and sensation and locomotion in humans. For elementary education majors only. Team taught with the departments of Biology and Chemistry.

◆ This course may be taken again for credit.
Approved interdisciplinary course

Department of Political Science

106 Ruby Jones Hall
610-436-2743

Peter Loedel, *Chairperson*

PROFESSOR: Marbach

ASSOCIATE PROFESSORS: Bernotsky, Loedel, Polsky, Sandhu, Schnell

ASSISTANT PROFESSORS: Kennedy, D. Milne, Stevenson

The department offers a bachelor of arts degree in political science with four concentrations. The objective is to provide programs tailored to each student's career goals and still to allow a wide range of options after graduation. All four B.A. programs are intended for students with an interest in government and public service, journalism, business, education, and the law.

The department offers qualified students the opportunity to do internships and earn academic credits for them. The main goal is for students to complement their classroom learning with experiential learning through their work in an organizational setting. To start the process, students should speak with the department chair.

The following rules apply to all B.A. students in political science:

1. Students must complete the last 15 hours of their political science program at West Chester University, including one of the following courses: PSC 400, 401, or 402. Exceptions may only be granted by the chair of the department for compelling personal reasons. (Examples: A student's family has moved a great distance, and he or she needs to complete only one or two courses; the student and/or the student's spouse has been relocated to another state by his/her employer.)
2. Students must have a C average or better in all political science courses, and no more than two grades below C in political science courses. A grade of C- is considered a grade below C.
3. Internal transfers must have an overall cumulative average of 2.0 to enter any political science programs.

PROGRAMS OF STUDY

1. The B.A. POLITICAL SCIENCE is a general liberal arts program exposing the student to the broad areas of political science, including American government, international relations, comparative government, public administration, political behavior, and political theory.

2. The B.A. POLITICAL SCIENCE – APPLIED PUBLIC POLICY is for students who are interested in the practical application of political science in a variety of professional settings.

3. B.A. POLITICAL SCIENCE – INTERNATIONAL RELATIONS is for students with a primary interest in international affairs and includes relevant cognates in several disciplines.

4. B.A. POLITICAL SCIENCE – ELECTIVE CITIZENSHIP EDUCATION TEACHER CERTIFICATION is designed for students with an interest in earning a political science degree and becoming certified to teach at the secondary education level.

The department also sponsors pre-law advising, the Law Society, and the Political Science Club.

BACHELOR OF ARTS GENERAL CONCENTRATION

1. General ed. requirements, see pages 36–39 — 48 semester hours
2. Foreign Language/Culture Cluster — 0-15 semester hours
3. Political science core — 12 semester hours
   PSC 100, 200, 213, and 230
4. General concentration core — 6 semester hours
   PSC 202 or 204 or 240 and one of PSC 400, 401, or 402
5. An additional course from the behavior or American government category, which includes PSC 201, 301, 250-259, 320-329, 350-359 — 3 semester hours
6. An additional course from the comparative group, including PSC 246, or 340-349 — 3 semester hours
7. Three PSC courses at the 200 level or above — 9 semester hours
8. Cognates distributed as follows: — 9 semester hours
   a. GEO 101 or 103
   b. Either HIS 150, 151, or 152
   c. Either ECO 101, 111, 112; PSY 100; or SOC 200

BACHELOR OF ARTS – INTERNATIONAL RELATIONS CONCENTRATION

1. General ed. requirements, see pages 36–39* — 48 semester hours
2. Foreign language (must be completed through the 202 level) — 0-12 semester hours
3. Political science core — 12 semester hours
   PSC 100, 200, 213, and 230
4. International relations concentration core — 6 semester hours
   PSC 240, PSC 401 or 402
5. PSC 320 — 3 semester hours
6. Two additional comparative courses, chosen from among PSC 240-249 or 340-349 — 6 semester hours
7. Two additional international relations courses, chosen from among PSC 310, 311, 312, 317, 318, 319, and 330 — 6 semester hours
8. Additional and cognate courses as follows: — 15 semester hours
   a. GEO 101 or 103
   b. HIS 101, 102, 150, 151, or 152
   c. Nine additional hours selected with advanced approval of adviser which may count up to six additional language hours

BACHELOR OF ARTS – APPLIED/PUBLIC POLICY CONCENTRATION

1. General ed. requirements, see pages 36–39 — 48 semester hours
2. Foreign language/culture cluster — 0-15 semester hours
3. Political science core — 12 semester hours
   PSC 100, 200, 213, and 230
4. Applied/public policy track concentration core — 6 semester hours
   PSC 202 or 204, 400 or 401
5. Specific Concentration Requirements — 9 semester hours
   PSC 322, 356, 357
6. Two additional PSC courses chosen from the following: — 6 semester hours
   PSC 201, 202, or 204 (if not taken above), 301, 323, 324, 355, 358, 359, 375, or up to six hours of internship credit taken under advisement
7. Cognates distributed as follows: — 9 semester hours
   a. A sociology course selected under advisement
   b. An economics course selected under advisement
   c. A geography course selected under advisement

BACHELOR OF ARTS – ELECTIVE CITIZENSHIP EDUCATION TEACHER CERTIFICATION PROGRAM (formerly Social Studies)

1. General ed. requirements, see pages 36–39 — 48 semester hours
   a. Academic foundations: COM 208 and MAT 103 required
   b. Diverse communities: PSC 301 or 323
   c. Interdisciplinary: PSC 204 or 318
   d. Behavioral and social sciences: PSY 100 and SOC 200 recommended
   e. Humanities: HIS 101 and LIT course required
   f. Free electives: EDF 100, EDP 250, MAT 104
2. Foreign language/culture requirement — 0-15 semester hours
3. Political science core — 12 semester hours
   PSC 100, 200, 213, and 230
4. Elective citizenship education teacher certification program core — 6 semester hours
   PSC 202 or 400 and PSC 401 (research paper must focus on educational issue)
5. An additional course from the behavior category, PSC 301 or 323 (in additional general requirements) — 3 semester hours
6. An additional course from the comparative group, PSC 240-249 range or 340-349 range — 3 semester hours
7. Electives — 6 semester hours
   PSC 204 or 318 (if not used in general requirements) and any two additional political science courses at the 200 level or above. Electives should be chosen to reflect the themes from the citizenship education standards.
8. Cognates distributed as follows: — 9 semester hours
   a. ECO 101 or 111 and 112
   b. GEO 101 or 103
   c. HIS 151
9. Free electives to complete credits needed for graduation. Among these must be EDA 341; EDM 300; EDP 351; EDS 306, 411, 412; HIS 102, 152; and SSC 331. (See page 139.)

Additional Requirements for Student Teaching and Certification

An overall GPA of 2.80 or better is required, as well as a GPA of 2.50 or better in all history and social science courses.

* Students in the international relations concentration are encouraged to take PSC 240.

Minor in Political Science **18 semester hours**

Students may minor in general political science or in one of the subfields such as international relations. Students take PSC 100 plus five courses in a concentrated area, or (at least two) areas under departmental advisement.

This minor may be taken as one of the minors in the bachelor of arts or bachelor of science in liberal studies general degree program.

Minor in Public Management **18 semester hours**

Students take PSC 100 and PSC 202 plus four additional courses in public administration under department advisement. This minor may be taken as one of the minors in the bachelor of arts or bachelor of science liberal studies general degree program.

COURSE DESCRIPTIONS
POLITICAL SCIENCE

Symbol: PSC, unless otherwise indicated

100 American Government and Politics (3) Devoted to understanding how the system works: political action, elections, interest groups, civil liberties, Congress, the presidency, and the courts are among the topics considered. Seeks to provide a framework in terms of which process and current issues become meaningful.

◗ **101 The Politics of Diversity in the United States (3)** Uses contemporary issues as a means to investigate the effects of race, class, and gender on the political experiences of citizens while providing an overview of American political institutions.

200 Political Analysis (3) Incorporates techniques for analyzing political questions logically and systematically, and introduces basic research design and methodological and library usage skills appropriate to the political science discipline. Required course for B.A. majors in political science, applied/public policy, and international relations, and the B.S. in Education with a political science concentration. Optional course for minors in political science, public administration, and international relations. PREREQ: PSC 100.

201 State and Local Government (3) Examination of the organization, functions, and politics of state and local government, including analysis of politics in states, counties, cities, and towns in urban, suburban, and rural areas. Intergovernmental relations in education, transportation, and welfare policy are examined. PREREQ: PSC 100.

202 Elements of Public Administration (3) Considers public administration in the United States as a process of implementing public policy. Uses case studies and projects with texts focusing on organizational theory, human behavior and motivation, budgeting, personnel, and administrative responsibility.

 # 204 Introduction to Urban Studies (3) An examination of the breadth of urban studies from the perspectives of many social science disciplines. Philadelphia is emphasized as an object of perception, as a place of life and livelihood, and as an example of continual change in the urban environment. PREREQ: WRT 200.

213 International Relations (3) Politics among nations, including politics carried on through international organizations. Examines power politics, techniques of diplomacy, and methods of current international organizations. Special attention to U.S. interests and policies.

230 Introduction to Political Thought (3) Great political thinkers of Western civilization from Plato to the present. Historical background of Western thought and its relevance to the present political world.

240 Introduction to Comparative Politics (3) An introduction to the comparative study of political systems at various stages of cultural, social, economic, and political development.

◗ **301 Gender and Politics (3)** Examines the role of women in politics and examines how the perspectives of marginalized groups gives access to new interpretations about the U.S. political system. Specific topics include socialization, the media, political campaigns, elections, and public policy.

310 The United States and Latin America (3) This course examines U.S. relations with the nations of Latin America. Emphasis is on understanding the goals of U.S. policies and the real impact of those policies. U.S. views of Latin America, both contemporary and historical, are explored as are Latin American attitudes and views toward the United States. The extent to which the United States has been motivated in its dealing by great power hegemonic concerns, economic self interests (dollar diplomacy), cultural imperialism, human rights, and desire to champion democratic governance are all examined. Contemporary concerns with promoting market economics, narcotic trafficking, and immigration are also considered.

311 Russian Foreign Policy (3) Emphasis on Russian and Soviet-American relations since 1945. Topics treated include the influence of Marxism, Great Russian nationalism, and historical experience on Soviet and Russian foreign relations. PREREQ: PSC 213 or 246 or permission of instructor.

312 Politics of Modern Nationalism (3) An analysis of political processes in the former Soviet Union and Eastern Europe, Western Europe, and the Middle East. The role of nationalism in these countries after the demise of communism. The rise of nationalism in the Middle East and Western Europe.

317 Contemporary International Relations (3) Recent issues and problems with special emphasis on superpower behavior around the world. Also, third world revolutions, international terrorism, human rights, international law and the United Nations, and the changing international economic order.

 # 318 International Political Economy (3) The focus is the politics of international economic relations. Alternative analytical and theoretical perspectives will be examined for their value in helping to understand and evaluate the historical developments and current operation of the global economy. Special attention is given to system governance (international regimes such as the World Trade Organization and the International Monetary Fund) and the ability of the nations of the world to provide stability to the international political economy. The primary objective of this course is to develop analytical and theoretical skills in the application of various international political economy perspectives (liberalism, mercantilism, Marxism/structuralism) which examine the interrelationship between states and markets.

319 Middle Eastern Politics (3) Topics include the Arab-Israeli conflict, the politics of the Persian Gulf, the role of OPEC, and the superpower conflict in the region.

320 American Foreign Policy (3) Cultural, political, economic, and psychological influences on policy; process of decision making. Special attention to a few policy areas such as relations with allied, underdeveloped, revolutionary, or Communist countries. Possible response to threats of war, population growth, resource shortages, and pollution may be examined.

322 Public Opinion, Propaganda, and Political Behavior (3) The dynamics of opinion formation and change, and the role of public opinion in policy formation. Political socialization, survey research and political socialization, survey research, and propaganda techniques also are considered.

◗ **323 The Politics of Race, Class, and Gender (3)** This course examines the relationship among race, class, and gender as they relate to people's political behavior and experiences. Also examines the American political system's response to them in terms of its public policies.

324 American Political Parties (3) Patterns, functions, and history of the American political party system at national, state, and local levels. Theoretical and empirical studies of political interest groups, public opinion, and voting behavior.

325 Campaigns and Elections (3) This course analyzes American elections and voting behavior, with an emphasis on recent presidential elections. Course objectives include understanding American voting patterns in elections.

329 Judicial Behavior (3) A behavioral approach to the law, with specific reference to conceptual, methodological, and ideological considerations. Depending on the availability of information, role-playing simulations will be used with students portraying judges and attorneys.

330 The Politics of the Holocaust and Genocide (3) This course examines the political causes of the Holocaust and genocide both in a historical and current context. Case studies include the Jews in Europe as well as the Armenians and Cambodians.

339 Contemporary Political Thought (3) Consideration of major political thinkers since Marx, including Berlin, Rawls, Dworkin, Nozick, and rational choice theorists.

■ **340 Latin-American Culture and Politics (3)** Comparative analysis of contemporary Latin-American systems. Political cultures, decision making, ideologies, and political processes. Emphasis is on Mexico and Central America. Offered each semester.

■ **342 Government and Cultures of Western Europe (3)** Primary attention focuses on France, Germany, and Great Britain; secondary attention is on other European systems. Political cultures, popular participation, political parties, and formal institutions of government.

343 Culture and Politics of Asia (3) Study of cultural, philosophical, and political systems of modern Asia with special emphasis on China, Japan, and India.

■ **346 Russian Government and Politics (3)** Analysis of the Russian political system with a strong emphasis on the old Soviet system. Some focus on Russian foreign policy.

◗ Diverse communities course
\# Approved interdisciplinary course
■ Culture cluster

348 African Culture and Politics (3) The political nature and practices of individuals, organizations, and governments of Black Africa are examined in the cultural context of the contemporary independent period. PREREQ: PSC 100 or equivalent.

350 American Constitutional Law (3) The development of the American constitutional system as reflected in leading decisions of the United States Supreme Court. Emphasis on national powers, federalism, and the Bill of Rights. PREREQ: PSC 100 or permission of instructor.

351 Energy and the Political Process (3) Stresses the process of policy making and implementation in the field of energy. Emphasis also is given to foreign policy and national security implications.

352 Civil Liberties and Civil Rights (3) A survey of the sources of civil liberties and civil rights in the United States with an inquiry into contemporary problems and their solutions through statutory and constitutional developments.

355 Congressional Politics (3) Deals with the internal and external factors that influence Congressional behavior, including the roles of constituents, pressure groups, parties, the committee system, rules, and the leadership. Their relationships to the president and court structure and their impact on electoral politics also are considered. Comparisons with state legislatures.

356 American Public Policy (3) Policy formation and execution. Policy areas considered vary from semester to semester. May include role-playing. PREREQ: PSC 100 or 101 or permission of instructor.

357 Advanced Political Analysis (3) Discussion and application of research design, conceptualization, measurement, operalization, research models, sampling, and data analysis for political science.

358 Applied Public Policy Analysis (3) An examination of public policy issues of state or national concern. Both analysis of current policy and research resulting in new policy recommendations will be included.

359 The American Presidency (3) In-depth analysis of the nature and significance of the American presidency, including constitutional development, presidential roles and customs, the recruitment process, the executive branch, and the politics of the presidency.

372 Organization and Management (3) Introduction to public and nonprofit organization management. Broad coverage of key elements of organizational functions and structure for potential managers. Uses both macro sociological and micro psychological levels of analysis. Case studies integrated into conceptual frameworks.

373 American Intergovernmental Relations (3) Designed to familiarize students with the complex network of conflict, cooperation, and interdependence among national, state, and local government units. Topic areas, among others, include an analysis of the continuing evolution of American federalism, an examination of this relationship from state and city government perspectives, and a description of specific intergovernmental fiscal programs and policies.

375 Public Policy and Budgeting (3) Introductory course to public fiscal management applicable to local, state, and national levels of government. Focus on the three major aspects of fiscal management: public services in a free market/mixed economy; revenue/taxation theory and practice; and governmental budgeting systems and concepts. PREREQ: PSC 202.

399 Political Science Symposium (3) Nature of research in political science. Construction of a research design. Extensive reading in an area of political science.

HBI 400, 401, 402 Harrisburg Internship Seminar (15) A full-semester internship in Pennsylvania state government. Student intern is placed in cabinet-level or legislative office. Placement (9 cr.); Policy Research Project (3 cr.); Policy Seminar (3 cr.). The internship is open to any junior or senior student, regardless of major, who has a minimum GPA of 3.5. Stipend involved.

400 Senior Seminar in Political Science (3) Research in political science. Methodology, bibliography, and presentation, both oral and written. The research paper for the seminar must be acceptable as a required departmental senior research paper.

401 Senior Project in Political Science (3) Execution of the research design constructed in PSC 399. Involves completion of a major senior paper under supervision of a staff member. Extensive independent effort.

402 Seminar in International Relations (3) Theme centered with capstone paper. Senior I.R. majors only.

410 Independent Studies in Political Science (1-3) Research projects, reports, and readings in political science. Open to seniors only. PREREQ: Permission of instructor.

◆ 412 Internship in Political Science (3-15) Upper-level student field placement learning. Short-term, 3- to 6-hour experiences in political settings under faculty advisement; and 9- to 15-hour placements in state, federal, local government or public service agencies. Learning contracts and faculty advisement create a whole experience from exposure to government administtation and politics. Offered each semester.

414 International Theory (3) General theory applied to specific case studies. Advanced readings.

◆ This course may be taken again for credit.

Pre-Medical Program

117 Schmucker Science Center South
610-436-2978

Melissa Betz Cichowicz, *Director*

COMMITTEE MEMBERS

Melissa Betz Cichowicz, *Chemistry*
Frank Fish, *Biology*
Blaise Frost, *Chemistry*
Felix Goodson, *Chemistry*
Carolyn Jimenez, *Sports Medicine*
Anthony Nicastro, *Physics*
Leslie Slusher, *Biology*
Joan Woolfrey, *Philosophy*

The pre-medical program prepares undergraduate and post-baccalaureate students for application to the health professional schools of medicine, osteopathic medicine, dentistry, and veterinary medicine as well as schools of optometry, podiatry, chiropractic, physician assistant studies, and physical therapy, and for careers in biomedical research. Supervised by a Pre-Medical Committee, the program consists of an individualized selection of course work, personal counseling and academic support, and optional junior-year biomedical research at a medical school or research institute. For highly select undergraduates and post-baccalaureates, medical school admission assurance programs are available in affiliation with Drexel University School of Medicine, the Penn State University College of Medicine, Temple University School of Medicine, Philadelphia College of Osteopathic Medicine, Temple University School of Dentistry, and Arcadia University's M.S. in physician assistant studies. Students with majors other than chemistry-biology (pre-medical) are required to have two advisers—one from their major field and one from the Pre-Medical Committee.

Because of the intense competition for health professional school admission, only academically talented and highly motivated students should apply to the pre-medical program. Applicants are selected on the basis of their potential for achievement in the program. Students in the program are expected to maintain a minimum 3.20 grade point average and the high standards of performance necessary for health professional school admission.

It is essential for incoming students contemplating a medical career to register with the Pre-Medical Office immediately upon matriculation at the University. Similarly, it is essential for students who at some later time develop an interest in a medical career to register with the Pre-Medical Office. Students who fail to consult with the Pre-Medical Office prior to taking the Medical College Admissions Test (MCAT) or who fail to report the results of any MCAT exam to the Pre-Medical Office forfeit the privilege of receiving a Pre-Medical Committee letter of evaluation when they apply to medical school.

All West Chester students who wish to apply to a health professional school should ask their professors to forward letters of evaluation to the Pre-Medical Committee and *should process their applications through the committee.* The committee will send a composite letter of evaluation to the professional school. *Except for special circumstances, no letters of recommendation should be sent directly to professional schools.*

Further information is available in the Pre-Medical Office, 117 Schmucker Science Center South.

BACHELOR OF SCIENCE — CHEMISTRY-BIOLOGY (PRE-MEDICAL)

1. General ed. requirements, see pages 36–39 — 48 semester hours
   Includes six semester hours of English composition
2. Biology — 24 semester hours
   BIO 110, 217, 220, 230, 357, 448, and 468
3. Chemistry — 31 semester hours
   CHE 103, 104, 231, 232, 321, 345, 418, and 476
   CRL 103, 104, 231, and 476

4A. Internship track — 12 semester hours
   CHE 452
   One three-credit biology or chemistry concentration elective

4B. Noninternship track — 15 semester hours
   CRL 321, CHE 477
   BIO 490 or CHE 491
   Three three-credit concentration electives

5. Supporting courses — 19 semester hours
   MAT 121 and 161
   PHY 130 and 140, or 170 and 180
6. Free electives — 7-10 semester hours

See also Chemistry.

Department of Professional and Secondary Education

201C Recitation Hall
610-436-2958

Yi-Ming Hsu, *Chairperson*
Paul Morgan, *Assistant Chairperson*

PROFESSORS: Hsu, Hynes

ASSOCIATE PROFESSORS: K. Brown, Haggard, Holingjak, Kinslow, Mastrilli, Welsh

ASSISTANT PROFESSORS: Bolton, Goss, Kurzinsky, Morgan, Penny

The bachelor of science in education or the bachelor of arts with an elective program in teacher certification, which prepares the student for teaching in the secondary schools or K–12 classes, may be earned with an academic specialization in biology, chemistry, citizenship education, communication, earth and space science, English, French, general science, German, Latin, mathematics, physics, Russian, or Spanish. Satisfactory completion of a secondary or K–12 curriculum also will qualify the student for a Pennsylvania Instructional I Certificate, which is valid for six years of teaching the specified subject in approved Pennsylvania schools. The student must choose one academic field of specialization.

BACHELOR OF SCIENCE IN EDUCATION

1. General ed. requirements, see pages 36–39 — 48 semester hours
2. Professional education requirements — 33–36 semester hours
   secondary and K–12 education
   EDF 100 or EDF 300, EDP 250 and EDP 351, EDA/EDR 341*, EDS 306*, teaching skills/methods (taken in academic department of subject specialization), EDS 411/412
3. The teaching certification is given in specific subject areas. Therefore, specialization in one of the teaching fields listed below is required for graduation in secondary or K–12 education. The minimum number of semester hours required for each field is listed in this catalog under the appropriate academic department. These hours will satisfy the Instructional I Certification requirements in Pennsylvania.

Secondary Areas of Certification

Biology
Chemistry
Citizenship Education (formerly Social Studies)
Communication
Earth and Space Science
English
General Science
Mathematics
Physics

K–12 Areas of Certification

French
German
Latin
Russian
Spanish

Students in the secondary or K–12 education programs must confer regularly with their professional studies adviser in the Department of Professional and Secondary Education, as well as with the academic adviser assigned by their respective academic department. Prospective students may obtain information on these secondary or K–12 education programs from the Teacher Education Center located in 251 F.H. Green Library (610-436-3090).

Formal Admission to Teacher Education and Teacher Certification

Refer to the catalog section on "Teaching Certification Programs" for information on program requirements.

Student Teaching Eligibility

To be eligible for student teaching (EDS 411-412), the student must have fulfilled the following requirements:

1. Completed the following three courses: MAT 103 or above, PSY 100, and one of the following writing courses: WRT 200, 204, 205, 206, 208, or 220.
2. Completed the following eight courses with at least a C (2.0): EDF 100, EDM 300, EDP 250, EDP 351, EDA/EDR 341, EDS 306, and methods or teaching skills course(s) in the area of specialization offered in the appropriate academic department.
3. Completed any test and/or other requirements set by the appropriate academic department.
4. Completed a minimum of 90 semester hours with the Pennsylvania-mandated GPA (2.8), including a minimum grade of C in all education courses.
5. Fulfilled the requirements for formal admission to teacher education status described on pages 146–147.

Minor in Professional Education — **18 semester hours**

Any student who is **not** a major in a teacher education program and is in good academic standing (minimum cumulative GPA of 2.00) may enroll in the program.

Required courses:

EDF 100, EDM 300, EDP 250, and three elective courses under departmental advisement

Students must earn a minimum grade of "C" in all minor courses.

* **Students entering the University in fall 2004 need to check with their department chair as to the continuation of these courses.**

COURSE DESCRIPTIONS FOUNDATIONS

Symbol: EDF

100 School and Society (3) An introduction to the nature, function, scope, organization, administration, and support of the public school in American society.

300 Democracy and Education (3) A study of the philosophical, historical, and sociological issues related to American education. The course places schools within the context of the larger American society and asks to what degree can and should schools serve as agents for creating a more just and democratic society.

350 The Professional and Student Personnel Services (3) An introduction to nonadjunctive services in education. PREREQ: EDP 250.

360 The Learner in Nonschool Settings (3) Emphasis in the course will be placed on intra- and interpersonal development, facilitative growth and adjustment, and dysfunction as they may impact the nonschool educator or trainer.

364 Systems-Based Educational Services (3) This course introduces the student to general systems (social) theory, focusing on the elements, dynamics, and operations of a system that must be considered in developing educational activities and programs for that system. The student will learn strategies of systems analysis and intervention through the investigation of such topics as needs assessment, objective-based programming, organizational development, and program evaluation.

412 Internship in Nonschool Settings (3) The internship experience is designed for upper-level education students who are interested in using and transferring existing discipline and pedagogical skills in nonschool settings. A regularly scheduled practicum will be held for all internships.

◆ **498 Workshop in Educational Foundations (3)**

EDUCATIONAL TECHNOLOGY

Symbol: EDM

300 Introduction to Educational Technology Integration (3) An overview of the integration of technology in teaching and learning with a focus on computer applications.

EDUCATIONAL PSYCHOLOGY

Symbol: EDP

249 Adolescent Development (3) This course focuses on the emotional, social, intellectual, moral, physical, and self-concept factors shaping human behavior with emphasis on adolescent behavior.

250 Educational Psychology (3) A study of learning in relation to the physical, social, emotional, and intellectual aspects of personality.

351 Evaluation and Measurement (3) A study of constructing testing materials and procedures with emphasis on interpretation and application to the assessment of classroom learning. PREREQ: EDP 250.

SECONDARY EDUCATION

Symbol: EDS

306 Principles of Teaching and Field Experience in Secondary Education (3) Methods and strategies of teaching in secondary schools will be the core of the course. Implications of classroom management, learning, and other related problems will be discussed. Students will observe in a classroom for nine weeks. PREREQ: formal admission to teacher education.

◆ **410 Independent Study (1-3)** Special topics or projects initiated by the students that will enable them to do extensive and intensive study in an area of secondary education. PREREQ: Permission of department chairperson.

411-412 Student Teaching (6) (6) Observation and participation in teaching and all other activities related to the teacher's work in the area of the student's specialization. PREREQ: Formal admission and 90 semester hours including all professional education courses. Students must have at least a 2.8 cumulative average and at least a grade of C (2.0) in all secondary education and professional education courses. Offered in fall and spring semesters.

◆ This course may be taken again for credit.

Environmental Education Program

Thomas Mastrilli, *Coordinator*

Environmental Education Certification Program

This interdisciplinary program enables teacher-education majors to secure certification to teach and administer environmental education programs. **The certification is K–12, and the student must be enrolled in or have completed a teacher-certification program in an area other than environmental education and have achieved a 2.80 cumulative GPA to enter the program.** The curriculum is a mixture of existing courses from the physical, social, and behavioral sciences as well as courses specifically designed for the environmental educator. Students are required to complete all of the cognate requirements in section 1 below (three semester hours more than already required by general education and teacher education program requirements) and all of the core courses in section 2 below. Students wishing to explore this program should consult with the coordinator of environmental education.

Certification Program **45-55 semester hours**

1. General education cognates 21–31 semester hours
   BIO 100 or 110; CHE 100 or 102, or CHE 103-104/CRL 103-104; ESS 101, GEO 102, and 9 semester hours in the behavioral and social sciences
2. Environmental core courses 16 semester hours
   BIO 172 or 270, EDO 300, EDO 450, IND 110 or SCE 320, and BIO 102 or ENV 102 or ESS 102
3. Recommended electives 8 semester hours
   EDO 420, EDO 498, and ESS 480

COURSE DESCRIPTIONS ENVIRONMENTAL EDUCATION

Symbol: EDO

300 Environmental History, Theory, and Practice (3) This course is intended as an overview and introduction to the field of environmental education. Historical antecedents, including nature education, outdoor education, and conservation education, as well as philosophies and methodologies appropriate for a basic understanding of environmental education, will be analyzed, with emphasis on compliance with curriculum regulations in Pennsylvania. Sources of support for environmental education in the form of professional organizations, resources, and funding mechanisms will be identified.

420 Organization and Administration of Outdoor Education (3) Basic concepts of outdoor education, the role of outdoor education in the school program, and the initiation and administration of outdoor education.

450 Environmental Education Design, Delivery, and Field Experience (3) This course is designed to facilitate the infusion of environmental education into the traditional classroom and prepare teachers to use a variety of settings for environmental education teaching opportunities. Emphasis will be placed on teaching techniques closely identified with curriculum development goals and objectives for environmental education including the use of case studies, addressing controversial issues, and strategies for the development of ecological literacy and critical thinking skills. The student also will have a field placement that will provide an opportunity to put environmental education theory into practice.

498 Workshop in Environmental Education (3) Generally these will be one-week workshops to provide environmental educators with training and/or skills in specific programs, topics, or activities related to environmental education.

Department of Psychology

Peoples Building
610-436-2945
Phillip Duncan, *Chairperson*
Stefani Yorges, *Assistant Chairperson*

PROFESSORS: Bloom, Bonifazi, Duncan, Kumar, Mahlstedt, J. McConatha, Morse, Pollak, J. Porter, L. Porter, Renner, Treadwell

ASSOCIATE PROFESSORS: Kerr, Yorges

ASSISTANT PROFESSORS: Azorlosa, Gans, Johnson, Rieser-Danner

The B.A. in PSYCHOLOGY prepares students to understand variables, such as heredity, learning, and the environment, which shape and change behavior. Careers are possible in clinics, guidance centers, industry, hospitals, schools, and government. Students should consult their advisers concerning recommended preparations for specific career goals. This program also will prepare the student for postgraduate study.

BACHELOR OF ARTS—PSYCHOLOGY

1. General ed. requirements, see pages 36–39 — 48 semester hours
   MAT 103 or higher MAT course is required.
   BIO 100 or 110 or 259 is recommended.
   COM 101, 208, 216 or 230; WRT 200, 204, or 220
2. Foreign language/culture requirement, see pages 39–40 — 0-15 semester hours
3. Department requirements — 44-45 semester hours
   A. Required psychology courses (32-33 semester hours)
      PSY 100, 245, 246, and 400. Students must choose three courses from Group I, three courses from Group II, and one course from Group III. Students are strongly encouraged to take PSY 245 as early as possible, but MUST enroll in it before taking more than 21 hours in psychology courses.
      Group I (choose three courses)
      PSY 254, 257, 365, 375, or either 382 or 384 (but not both)
      Group II (choose three courses)
      PSY 255, 335, 350, 363, 464, or 475
      Group III (choose one course)
      PSY 266, 336, 366, 410, 441, or 470
   B. Psychology electives (12 semester hours)
      Four additional courses, selected from among any of the departmental offerings.
4. Student electives — to complete 120 semester hours
   These electives are in addition to the nine semester hours of electives listed under the general education requirements and may be selected from among any of the University's course offerings.

Minor in Psychology — 18 semester hours

The minor in psychology is designed for students of any major and is tailored to the specific educational goals of each student. After taking PSY 100, the student will choose 15 additional hours of PSY courses.

Minimum Grade Requirement

Beginning in the fall of 1996 all newly declared psychology majors and minors must earn a grade of C- or better in PSY 100 and all other PSY courses that fulfill departmental requirements. PSY courses used as general education free electives are exempt from this policy.

COURSE DESCRIPTIONS
PSYCHOLOGY

Symbol: PSY

100 Introduction to Psychology (3) Introduction to the scientific study of behavior. The multiple bases of human behavior with emphasis on the learning process. Basic concepts, principles, and methodology. Students may be required to become familiar with an ongoing research study in psychology as an out-of-class assignment.

210 Developmental Psychology: Lifespan (3) A survey of research findings and theoretical issues related to developmental processes from the prenatal phase to senescence. PREREQ: PSY 100. Majors are advised to take PSY 382 or PSY 384 rather than PSY 210.

245 Statistics for the Behavioral Sciences (3) Descriptive and inferential statistical concepts and techniques and their application to the collection, analysis, and interpretation of behavioral data. Computer-assisted computation procedures will be employed. PREREQ: MAT 103 or higher.

246 Research Methods in Psychology (3) Critical examination of research methods in psychology, including experimental and quasi-experimental designs, correlational methods, and survey methods. Students will receive practical experience in the design, implementation, analysis, and interpretation of data, and in preparation of written reports for research projects. PREREQ: PSY 245.

254 Social Psychology (3) The study of the ways in which the individual is affected by the actual, imagined, or implied presence of others. PREREQ: PSY 100.

255 Introduction to Biological Psychology (3) Basic concepts concerning the reciprocal relationship between behavior and biology will be introduced. PREREQ: PSY 100.

257 Theories of Personality (3) A course in personality that examines the theories and writings of Freud, Jung, Adler, Fromm, Erikson, Rogers, and other major personality theorists. PREREQ: PSY 100.

265 Industrial/Organizational Psychology (3) A basic course for business majors and others interested in the psychology of the workplace. Emphasis on the theoretical developments in psychology as these relate to the study of people in organizations and industry. PREREQ: PSY 100.

266 Biological Psychology Laboratory (2) Laboratory exercises and experiments in basic biological psychology. PREREQ: PSY 100, 245, 246, and concurrent or previous enrollment in PSY 255.

325 Psychological Testing and Measurement (3) Principles of psychological measurement including standardization, scale transformation, reliability, validity, and item analysis. Use of tests for the solution of problems in industrial, clinical, and educational settings. PREREQ: PSY 100 and 245.

327 Behavior Modification (3) A survey of the principles and practices employed in inducing behavioral changes in clinic, institution, agency, and school settings. PREREQ: PSY 100.

335 Animal Behavior (3) The evolution and adaptiveness of behavior. Emphasis on physiological, genetic, and learning processes underlying animal behavior. PREREQ: PSY 100, or BIO 100 or 110, or permission of instructor.

336 Animal Behavior Laboratory (2) Laboratory exercises and experiments in the principles of animal behavior and comparative psychology. PREREQ: PSY 100, 245, 246 and concurrent enrollment in (or previous completion of) PSY 335.

350 Motivation (3) A study of drives, motives, and emotions as determinants of behavior. Physiological and social aspects of motivation will be explored with some attention given to pathological factors. PREREQ: PSY 100.

362 History and Systems of Psychology (3) An integrated overview of the history of psychology as well as the systems, theories, and fundamental issues with which psychologists have concerned themselves in the past, recent, and current stages of the science. PREREQ: PSY 100; PHI 101 recommended.

363 Psychology of Learning (3) Basic laws and theories of learning. PREREQ: PSY 100.

365 Psychology of Women (3) A study of the behavior and experience of women. Biological, cultural, interpersonal, and intrapersonal determinants of women's actions, thoughts, and feelings will be explored. PREREQ: PSY 100.

366 Learning Laboratory (2) Laboratory exercises and experiments in the principles of Pavlovian and instrumental conditioning. PREREQ: PSY 100, 245, 246, and concurrent enrollment in (or previous completion of) PSY 363.

375 Abnormal Psychology (3) An in-depth study of psychological/psychiatric disorders, including diagnosis, epidemiology, etiology, and treatment. PREREQ: PSY 100; PSY 257 recommended.

382 Developmental Psychology of Infancy, Childhood and Adolescence (3) Study of the normal child from conception to puberty. Emphasis on current theoretical issues involved in the effects of early experience and environment. PREREQ: PSY 100.

384 Developmental Psychology of Adulthood and Aging (3) Study of psychological development during the mature years up to and including death and dying. PREREQ: PSY 100.

390 Principles of Counseling and Psychotherapy (3) A review of theoretical assumptions underpinning various approaches to counseling and psy-

chotherapy with particular reference to comparative outcome data. PREREQ: PSY 257 or 375.

400 Senior Seminar in Psychology (3) In-depth study of advanced topics in psychology. Students will prepare and present written and oral presentations describing and analyzing current issues in psychology. Required of all psychology majors. PREREQ: PSY 245, 246, and 21 total hours of psychology courses.

◆ 410 Research in Psychology (1-3) Special research projects, reports, and readings in psychology. PREREQ: PSY 100 and permission of department chairperson.

413 Group Interventions I (3) This class is designed as an introductory course, integrating theory and practice of psychodrama as a psychotherapeutic modality. Emphasis is placed on understanding the basic psychodramatic and sociometric techniques from a theoretical perspective with emphasis placed on how to use these basic techniques in applied situations. PREREQ: PSY 100 and permission of instructor.

430 Human Sexual Behavior (3) An intensive study of those variables under which human sexual behavior functions. Research from sociological and medical studies is integrated with psychological knowledge. PREREQ: PSY 100.

441 Field Experience in Psychology I (3) A work-study program in an educational, business, or mental health facility under joint supervision of the instructor and the staff psychologist of the field institution. PREREQ: PSY 100 and 21 total hours of psychology courses or permission of instructor.

442 Field Experience in Psychology II (3) Continuation of PSY 441.

443 Psychology of Group Processes (3) An exploration of the dynamics of interpersonal behavior in small groups. Theory applied to practice in class. PREREQ: PSY 100; permission of instructor recommended.

445 Organizational Development (3) The study of human behavior in task group and organizational contexts. PREREQ: PSY 265 recommended.

447 Interpersonal Relationships (3) A study of processes and factors in establishing, maintaining, and terminating relationships via the use of group methods. PREREQ: PSY 100 and permission of instructor.

464 Advanced Biological Psychology (3) Anatomical, endocrinological, and physiological processes underlying behavior, including motivation, emotion, learning, and memory. Special attention is given to the biological bases and treatments of mental illness. PREREQ: PSY 100 and 255.

470 Sensory and Perceptual Processes (3) A study of how we process sensory information and perceive our environments. PREREQ: PSY 100.

475 Cognitive Psychology (3) Basic research and application in memory and information processing. PREREQ: PSY 100; PSY 363 recommended.

481 Eating Disorders (3) An in-depth study of anorexia nervosa, bulimia nervosa, and other variants of disordered eating. PREREQ: PSY 257 or 375.

◆ 490 Topical Seminar in Psychology (1-3) Special topics in psychology not offered under existing, regularly offered courses. PREREQ: Consent of instructor or chairperson recommended.

◆ This course may be taken again with the approval of the Department of Psychology chairperson.

Department of Social Work

114 W. Rosedale Avenue
610-436-2527

Darla Spence Coffey, *Chairperson*

ASSOCIATE PROFESSORS: Coffey, DeHope, Joyner, Voss
ASSISTANT PROFESSOR: Hicks

The social work program is accredited on the baccalaureate level as a professional degree in social work by the Council on Social Work Education. The mission of the Department of Social Work at West Chester University is to prepare students for beginning social work practice. To this end, the program assists students in developing the knowledge, values, and skills so that they may function effectively as generalist practitioners in a diverse society. Generalist practitioners use an interactional approach to engage individuals, families, groups, organizations, and communities in a problem-solving process that emphasizes the strengths of each respective system. The generalist social work practitioner operates within a system and person-in-environment framework (referred to as an ecological perspective). Because of its location in a mixed urban/rural environment, students in the B.S.W. program at WCU develop knowledge about the social welfare needs of mixed populations. Students learn to use critical thinking skills in order to assess appropriate interventions according to consumer needs and to resolve ethical dilemmas. Students are also taught, and get an opportunity to practice within, the guidelines prescribed by the NASW Code of Ethics. The program prepares students to assume a position of lifelong learning through self-evaluation, reflective learning, and continuing education. The B.S.W. program prepares students with competencies appropriate to entry-level generalist social work practice, as well as a solid foundation for graduate social work education.

The B.S.W. program has two phases. The first phase is the pre-candidacy track for declared undergraduate social work majors. Students take pre-candidacy courses along with their general education requirements during the first two years. They then apply for candidacy for the second phase, which is the professional social work track in which course work is completed during the junior and senior years. During the junior and senior years students combine academic course work and field practice. The bachelor of social work is conferred on undergraduates who complete all the academic requirements of the program and of West Chester University. The B.S.W. is recognized as the first professional level of social work practice.

The goals of the B.S.W. program are as follows:

1. To prepare baccalaureate social work graduates with the knowledge, values and skills for competence in beginning generalist practice with individuals, families, groups, organizations, communities and larger societal systems.
2. To prepare graduates to practice with attitudes and behavior consistent with the values of the social work profession, and to be committed to advocating for social and economic justice for all people.
3. To prepare students to demonstrate sensitivity to issues of inequality, social injustice, and empowerment, and to practice with respect for diversity in a culturally competent manner in all levels of practice.
4. To prepare students to have a commitment to self-awareness, continuous learning, and leadership in the social work profession.

The B.S.W. program objectives to meet these goals includes:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differently across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

All students are expected to demonstrate attitudes and behavior consistent with the values and ethics of professional social work and the National Association of Social Work (NASW) Social Work Code of Ethics.

Policy for Social Work Majors

Majors are required to meet with their social work adviser to plan an integrative course of study, to select courses prior to scheduling, to discuss career opportunities, and to keep abreast of departmental activities. Handbooks are provided to help students be aware of requirements and procedures in the department. **Social work majors should be aware of social work prerequisite courses and must see their adviser before registering for classes.**

Academic Promotion Policy

Social work students who have a grade of D, F, or NG (no grade) in required courses must repeat these courses and achieve a satisfactory grade before entering the junior field placement. Not achieving at least a C- in social work required courses is considered grounds for dismissal from the social work program. Students must achieve an overall GPA of 2.5 in order to be accepted in to candidacy and to begin their first field practicum. Students must maintain a minimum 2.5 GPA in order to graduate with a B.S.W. that has been accredited by the Council on Social Work Education.

Department-Related Activities

The Social Work Club is a student organization that involves department faculty and resources. The activities of this organization are open to all students. The honor society, Phi Alpha, is sponsored by the Department of Social Work and is the Chi Gamma Chapter of the National Social Work Honor Society. Eligibility requires an overall GPA of 3.0 and 3.5 in required social work courses. For more information, see the Student Activities and Service Organization sections of the catalog.

Department Field Placements and Volunteer Experiences

Social work students are expected to provide a minimum of 20 hours of volunteer work, approved by their adviser, as a requirement to be accepted into candidacy. During the second semester of the junior year and in both semesters of the senior year, students will be placed in various social work agencies (see partial listing of social work field placements). Students must have completed SWO 200, 220, 225, 300, 320, 332, and 350 with a cumulative average of 3.0 before they register to take the junior field placement in the spring semester.

INSURANCE. Students are also required to carry liability insurance coverage in the amount of $1,000,000/3,000,000 during the second semester of their junior and the entire senior year at a yearly cost of approximately $35. Students who have cars must submit a copy of their insurance to the director of field placement. Students may join NASW and become a member of a national social work organization and receive liability insurance at a reduced rate. Students should apply for child abuse clearance and state police background check in the fall semester of their junior year for various field placement considerations.

Social Work Field Placements

Below is a sampling of settings where students have been placed to fulfill their field experience requirements:

Belmont Center for Comprehensive Treatment
Chester County Children, Youth, and Families
Chester County Domestic Violence Center
Chester County Intermediate Unit
Chester County Juvenile Probation
Chester County Office of the Aging
Coatesville Area School District
Delaware County Adult Probation and Parole
Delaware County Children and Youth
Devereux Foundation
Domestic Abuse Project of Delaware County
Family Services of Chester County
Family Services of Montgomery County
Family Services of Lancaster County
First Step of Chester County
Intercultural Family Services
Kendal-Crosslands
Latin American Community Center
Montgomery County Aging and Adult Services
Pennsylvania Home of the Sparrow
Philadelphia Prison System
Philadelphia School District
Resources for Living Independently
Salvation Army
West Chester Area School District
Women's Association for Women's Alternative Center
University of Pennsylvania Health Systems
Veterans Administration of Coatesville
Vitas Hospice

Admission Requirements

Applicants must meet University requirements for admission. After successfully completing the first two years of pre-candidacy social work course requirements, students may apply for candidacy for the professional social work track.

For candidacy, students must have completed requirements for the first two years of general education, liberal arts cognates, and pre-candidacy social work courses with the necessary grade point averages specified below.

In compliance with the Council on Social Work Education, the national accrediting body for social work, the program only accepts upper-division social work courses from accredited programs that correspond with West Chester University B.S.W. program sequencing. No social work credits are granted for life and work experience.

BACHELOR OF SOCIAL WORK

I. Required courses for the first two years
   - A. General education courses — 48 semester hours
     (Requires a GPA of 2.0)
     WRT 120 and any 200-level WRT course (6);
     LIT/CLS 165 (3); COM 101, 208, 216, or 230;
     HIS 101 or 102 or 150 (3); foreign language/culture requirements (6)
   - B. Required liberal arts (cognate) foundation — 30 semester hours
     (Requires a GPA of 2.5)
     ANT 102 (3); BIO 100 (3); GEO 101 or 103 (3);
     MAT 103 or 121 (3); PHI 180 (3); PSC 101 (3);
     PSY 100 (3); SOC 200 or 240 (3)
   - C. Pre-candidacy courses — 12 semester hours
     (Requires a GPA of 3.0)
     SWO 200 (3), SWO 220 (3), SWO 225 (3)
     SWO 300 (3)

II. Junior- and senior-level students
   - A. Continued matriculation at the professional level of the baccalaureate program requires that all students:
     1. Maintain an overall GPA of 2.0 or better in the general education requirements.
     2. Maintain an average of 2.5 GPA in the required additional liberal arts cognate foundation courses (CSC 110 and nine hours of advised electives)
     3. Adhere to field practice requirements in accordance with the Undergraduate Social Work Field Manual.
     4. Comply with the NASW Code of Ethics.
   - B. Professional social work courses — 45 semester hours
     (Requires a GPA of 3.0)
     SWO 320, 321, 332, 350, 351, 375, 431,
     432, 495, 496 (3 each); SWO 375, 450 and 451 (6 each)

Transfer Students

Students from other colleges and universities who desire to transfer to the West Chester University baccalaureate social work program should apply through the University's Office of Admissions, which will coordinate the credit evaluations of social work courses with the baccalaureate social work program director. Transfer students are required to make application for candidacy.

A transfer credit analysis, listing all transfer credits accepted by the University, will be sent to the Department of Social Work and also directly

to the student. The B.S.W. program director may accept social work transfer credits from CSWE-accredited undergraduate social work programs. The field practicum and seminar are concurrent courses in the WCU undergraduate social work program; therefore, they are not transferable. The policies and requirements for the field practice are explicated in the *Baccalaureate Program Field Instruction Manual.* All other social work courses not meeting the requirements of the program may be accepted as SWO 199 course credit hours.

Internal Transfer Students

Internal transfer students meet the same standards for the program as other students do.

NOTE: The Department of Social Work offers pre-candidacy courses in the summer to assist transfer students to begin as a junior when they enter West Chester University in the fall. It is crucial that all transfer students be advised by the undergraduate program chair before the first session of summer.

COURSE DESCRIPTIONS SOCIAL WORK

Symbol: SWO

PRE-CANDIDACY SOCIAL WORK COURSES

200 Introduction to Social Welfare (3) An introduction to the social work profession, this course emphasizes the historical, economic, political, and philosophical foundations of the social welfare system in the United States, social policy, and social services. It introduces a framework for the critical analysis of social welfare policy from a system perspective.

220 Introduction to Generalist Practice (3) In this course, students are introduced to the knowledge base, values, and skills of the social work profession that guides practice with individuals, families, groups, organizations, communities, and societal systems.

222 Social Work and the Law (3). A study of legislation and case law affecting social welfare programs to develop an understanding of legal reasoning and key areas of legal knowledge.

◗ # **225 Race Relations (3)** The course takes an interdisciplinary approach to the study of race, ethnicity, and culture. By integrating findings from history, political science, sociology, and social work, students are introduced to cultural differences as they affect family life, the development of law, and the nature and magnitude of racism in our society. The overarching goal of this course is to encourage the student to embark on the process of becoming culturally competent.

300 Family Systems (3) This course is an introduction to the family from a systems theory perspective. The course includes discussion of historical and contemporary families: definitions, types, social functions, and life cycle overview. Particular attention is paid to diversity in order to highlight variations in family forms and styles along the lines of race, ethnicity, class, and sexual orientation.

PROFESSIONAL FOUNDATION SOCIAL WORK COURSES

320 Generalist Social Work Practice I (3) Students apply their knowledge of the strengths and ecological perspectives to the processes of engagement, assessment, planning, implementation, evaluation and termination for social work practice with individuals and families. Social work majors only.

321 Generalist Social Work Practice II (3) Students apply their knowledge of the strengths and ecological perspectives to the processes of engagement, assessment, planning, implementation, evaluation, and termination for social work practice with groups, organizations, and communities. Social work majors only.

332 Social Welfare Policies and Services (3) This course introduces students to policy analysis. A main focus is an examination of how the U.S. government supports or inhibits social and economic justice through social welfare, social security, social policy, and social services.

350 Human Behavior in Social Environment I (3) This course examines the life cycle from pre-natal development through young adulthood with an emphasis on micro and mezzo theories of human behavior from a strengths and ecological systems perspective. The course is designed to provide the theoretical foundation that informs the knowledge and skill bases of the generalist social work practitioner.

◗ **351 Human Behavior in Social Environment II (3)** This course examines the life cycle from middle adulthood through older adulthood and death and dying with an emphasis on mezzo and macro theories of human behavior from a strengths and ecological systems perspective.

421 Mental Health and Social Work (3) This course introduces students to the signs and symptoms of mental illnesses and substance abuse disorders. Specific practice skills for social work practice, the range of mental health services, and relevant social policies are covered.

423 Child Welfare Practice and Policy (3) Emphasis is placed on assessment of and understanding child abuse and neglect, the long-term effects of child maltreatment, how to engage families in which child maltreatment is an identified issue, the child protective service system, and relevant policies.

431 Methods of Social Inquiry (3) The course introduces students to qualitative and quantitative research, ethical, and cultural issues in research, and fosters critical thinking in evaluating existing research. Students learn how to conduct a research project and the skills of social work practice evaluation.

432 Advanced Policy Practice (3) The relationship between social policy and social work practice is strengthened as students are taught the concept of policy practice or how to develop, influence, and implement social policy in their social work practice everyday.

375 Field Placement (6) Junior-year field experience for the social work major in an approved setting and under the supervision of an approved field instructor. Social work majors only.

410 Independent Studies in Social Work (1-3) Special research projects or practice in social work. Juniors and seniors only. Permission of department chair required.

450 Field Experience I (6) Senior field experience for the social work major in an approved setting and under the supervision of an approved field instructor. Senior social work majors only.

451 Field Experience II (6) Senior field experience for the social work major in an approved setting and under the supervision of an approved field instructor. Senior social work majors only.

490 Seminar in Social Work (3) In-depth topics in social work offered to complement the undergraduate program's field practicum and not offered in required classes.

495 Social Work Senior Seminar I (3) Integration of field and classroom experiences in discussing the application of the generalist model to the helping process. Emphasis is on all levels of practice (individuals, families, groups, organizations, and communities). Social work majors only.

496 Social Work Senior Seminar II (3) Integration of field and classroom experiences in discussing the application of the generalist model to the helping process. Emphasis is on advocacy and social justice. Social work majors only.

◗ Diverse communities course

\# Approved interdisciplinary course

Department of Sports Medicine

216 Sturzebecker Health Sciences Center
610-436-3293

Carolyn C. Jimenez, *Chairperson*
Neil Curtis, *Coordinator of Athletic Training Education*
Sandra Fowkes-Godek, *Coordinator of Sports Medicine Services*

PROFESSOR: Godek
ASSOCIATE PROFESSORS: Curtis, Fowkes-Godek, Jimenez
ADJUNCT PROFESSORS: Bartolozzi, Fawcett

The Department of Sports Medicine offers the B.S. in ATHLETIC TRAINING, a CAAHEP-accredited program, which prepares students to achieve certification from the National Athletic Trainers Association Board of Certification, Inc. (NATABOC). Students completing this major also are eligible for entry-level athletic training positions, as well as graduate study in such fields as athletic training, physical therapy, exercise physiology, biomechanics, and sports medicine. Applicants should have a combined SAT score of 1070 and rank in the top 20 percent of their high school class. Qualified students are required to participate in an interview with department faculty prior to admission.

Pre-Physical Therapy

A student may follow several academic paths to prepare for a professional physical therapy program. There is no official pre-physical therapy curriculum at West Chester University. Students who are interest-

ed in preparing for a professional physical therapy school may meet the prerequisites either through the College of Arts and Sciences by enrolling in the Department of Biology, or through the College of Health Sciences by enrolling in the Department of Sports Medicine. Students also may elect to take their undergraduate degree in the College of Arts and Sciences in the liberal studies science and mathematics track with a biology minor. Students interested in pre-physical therapy should contact either Dr. Neil Curtis in Sports Medicine or Dr. Judith Greenamyer in Biology.

BACHELOR OF SCIENCE—ATHLETIC TRAINING

(Includes the Commission on Accreditation of Allied Health Education Programs [CAAHEP] accredited athletic training education program)

1. General ed. requirements, see pages 36–39 — 48 semester hours
2. Athletic training courses — 44 semester hours
   SMD 100, 204, 212, 272, 310, 311, 312, 313, 315, 316, 414, 417, 418, 454, and SML 261, 310, and 311
3. Related requirements — 28 semester hours
   BIO 259 and 269; COM 208; HEA 100 and 303; KIN 352, 361, and 475; and MAT 121.
4. Related requirements **that also satisfy** the general education requirements — 20 semester hours
   BIO 110, CHE 107, COM 208, MAT 121, PHY 100, and PSY 100
   Other courses in chemistry, physics, mathematics, and biology may be substituted with approval of program director.
5. Clinical experience
   Clinical experiences are provided in a number of high school, college, and university settings under the supervision of a certified athletic trainer. Due to potential scheduling conflicts, athletic training students may be excluded from playing varsity sports during their four semesters of clinical experience. Students enrolled in SMD 315-316 and 417-418 must have current certification in CPR and first aid, be vaccinated with hepatitis B vaccination or sign a vaccine declination, and have professional liability coverage. Students must supply their own transportation to clinical sites. Students in clinical assignments are required to purchase and wear specified uniforms.
6. Students must earn a minimum grade of C in the following courses. In order to be recommended for the NATABOC Certification Exam, students must have a minimum cumulative GPA of 2.5 in the following courses:
   BIO 259, 269; HEA 303; KIN 352, 361, 475; SMD 204, 272, 310, 311, 312, 313, 315, 316, 414, 417, 418, 454; SML 261, 310, 311

Technical Standards for the B.S. in Athletic Training Major

The B.S. in athletic training program at West Chester University prepares students for careers as certified athletic trainers where they will enter employment settings and render athletic training services to individuals engaged in physical activity. The clinical, classroom, and laboratory experiences place specific demands on the students enrolled in the program. The technical standards developed for the degree establish the essential qualities necessary for students to achieve the knowledge, skills, and competencies of an entry-level certified athletic trainer and meet the expectations of the agency (Commission on Accreditation of Allied Health Education Programs {CAAHEP}) that accredits the program. Students must possess the abilities outlined below to be admitted into the program. Students selected for admission must verify that they understand and meet these technical standards with or without a reasonable accommodation. A student with a condition who may need a reasonable accommodation to meet these standards will be referred to the Office of Services for Students with Disabilities (OSSD) for an evaluation of whether the condition is a disability as defined by applicable laws, and a determination of what accommodations are reasonable. The determination will specifically take into consideration whether the requested accommodations might jeopardize the safety of the patient, and the ability to complete the classroom, laboratory, and clinical course work required for the athletic training program. The OSSD, with input from the Department of Sports Medicine, will make this determination. Whenever possible, reasonable accommodations will be provided for those individuals with disabilities to enable them to meet these standards and ensure that students are not denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in this program. The following are technical standards for the B.S. program, which are not inclusive of all expected abilities:

1. Critical thinking ability sufficient for clinical judgment
2. Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds
3. Communication abilities sufficient for interaction with others in verbal and written form
4. Physical abilities sufficient to maneuver in small or confined spaces and to provide emergency care
5. Gross and fine motor abilities sufficient to provide safe and effective athletic training care
6. Tactile dexterity sufficient for physical assessment
7. Visual ability sufficient for observation and assessment necessary in athletic training care
8. Auditory ability sufficient to monitor and assess health needs
9. Ability to maintain composure and function in highly stressful situations such as those associated with critical injury or illness

Facilities

Offices, classrooms, and laboratories for the Department of Sports Medicine are housed in the Russell L. Sturzebecker Health Sciences Center. Clinical experience is offered in two athletic training rooms on campus, one located in Hollinger Fieldhouse and the recently expanded facility located in the Sturzebecker Health Sciences Center. The athletic training rooms offer students the opportunity to work with state-of-the-art equipment, including numerous electrical modalities, Cybex isokinetic dynamometers, and the latest in proprioreceptive apparatus. In addition, the department maintains a close working relationship with the Human Performance Laboratory of the Department of Kinesiology.

COURSE DESCRIPTIONS
SPORTS MEDICINE

Course Symbols: SMD; SML indicates a lab course. The first number in parentheses is the number of class hours per week; the second number indicates hours of credit.

100 Foundations of Sports Medicine (3) (3) An overview of the professions in the discipline of sports medicine.

200 Understanding Your Sports Injury (3) (3) Prepares physically active individuals to understand the principles of prevention, recognition, management, and rehabilitation of injuries and illness commonly associated with sports- and fitness-oriented activities. (Nonathletic training majors only.)

204 First Aid for Health Professionals (3) (3) Prepares health professionals to meet emergencies requiring first aid. Includes "First Responder" training.

SML 204 First Aid for Health Professionals Lab (0) Lab experiences in the application of skills and knowledge presented in SMD 204. Must be taken concurrently with SMD 204.

211 First Aid for Children (1) Safety procedures and cardiopulmonary resuscitation (CPR) for early childhood and elementary education majors.

212 Pathology and Evaluation of Athletic Injury/Illness I (3) (3) A presentation of the pathology, pharmacology, and management strategies relevant to sports medicine. Emphasis will be on nonorthopaedic conditions commonly encountered in a physically active population. PREREQ: BIO 259 and 269.

SML 261 Surface Anatomy Laboratory (2) (1) Orientation to major anatomical landmarks and underlying structures. Required of athletic training majors. PREREQ: BIO 259 and 269, KIN 361, or concurrent KIN 361.

271 First Aid and Athletic Training (3) (2) A course designed to qualify students in First Aid and CPR, and to introduce the principles of athletic injury prevention and management. For nonmajors only.

272 Athletic Training Techniques (3) (2) A course designed to develop athletic training skills for beginning athletic training students. PREREQ: SMD 271 or SMD 204.

310 Therapeutic Modalities for Athletic Training (3) (3) Physical agents used in athletic training are presented with regard to the physics, physiological effects, indications, contraindica-

tions, and progression. PREREQ: KIN 352 and 361. Athletic training majors only.

SML 310 Therapeutic Modalities for Athletic Training Lab (2) (1) Lab experiences in the application of physical agents presented in SMD 310. PREREQ or CONCURRENT: SMD 310. Athletic training majors only.

311 Therapeutic Exercise for Athletic Training (3) (3) The principles, objectives, indications, contraindications, and progression of various exercise programs used in the rehabilitation of athletic injuries are presented. PREREQ: KIN 352 and 361, and SML 261. Athletic training majors only.

SML 311 Therapeutic Exercise for Athletic Training Lab (4) (2) Lab experiences in the application of exercises presented in SMD 311. PREREQ or CONCURRENT: SMD 311. Athletic training majors only.

312 Pathology and Evaluation of Athletic Injury/ Illness II (3) (3) A continuation of SMD 212 with emphasis on the pathology of injuries to the extremities commonly seen in athletics and the techniques for their evaluation. PREREQ: KIN 352 and 361, SMD 212, SML 261. Athletic training majors only.

313 Pathology and Evaluation of Athletic Injury/ Illness III (3) (3) A continuation of SMD 312 with emphasis on the head, neck, and trunk. PREREQ: SMD 312. Athletic training majors only.

315 Athletic Injury Management I (2) (2) Clinical experience of 200 or more hours with specific behavioral objectives in athletic equipment selection and fitting, and the presentation of illness, injuries, and conditions. PREREQ or CONCURRENT: SMD 311 and 312, and SML 311. Athletic training majors only.

316 Athletic Injury Management II (3) (3) Clinical experience of 200 or more hours with specific behavioral objectives in case study presentations of injuries, illnesses, and/or conditions, and hospital emergency department medical care. PREREQ or CONCURRENT: SMD 310 and 313, and SML 310. Athletic training majors only.

414 History, Organization, and Administration of Athletic Training (3) (3) A presentation of the historical and current perspectives of athletic training, including techniques for organizing and administering athletic training programs. PREREQ: SMD 272. Athletic training majors only.

417 Athletic Injury Management III (3) (3) Clinical experience of 200 or more hours with specific behavioral objectives in case study presentations of injuries, illnesses, and/or conditions, plus group discussions of clinical situations. PREREQ: SMD 310, 311, 313, and 316; and SML 310 and 311. Athletic training majors only.

418 Athletic Injury Management IV (3) (3) Clinical experience of 200 or more hours and participation in critical reviews of sports medicine research combined with seminars which afford interaction with various medical and paramedical practitioners. PREREQ: SMD 310, 311, 312, and 313; and SML 310 and 311. Athletic training majors only.

454 Theories and Practices of Conditioning and Training (3) (3) Application of principles of physiology, psychology, and kinesiology for the design and use of conditioning programs for various sports. PREREQ: KIN 352 and 361.

Teaching Certification Programs

The primary mission of the teacher education programs at West Chester University is the preparation and continuing development of educational professionals in order to meet the needs of diverse student populations in the public schools and other education environments throughout the Commonwealth of Pennsylvania.

We are committed to excellence in teacher education which utilizes innovative curriculum designs and fosters collaborative effort in the schools and community. We are committed to preparing exemplary professionals to assume their roles and responsibilities as educators in a multicultural, global society; to pursue personal and professional development opportunities; to support the continuing improvement of our schools; to assume leadership; and to participate in the education community.

West Chester University offers 19 undergraduate certification programs and two endorsement areas for students who wish to prepare themselves to be certified teachers. These programs, which are described more fully in the departmental listings, include:

Department	Program and Degree
Biology	B.S.Ed.: Biology
Chemistry	B.S.Ed.: Chemistry
Communication Studies	B.S.Ed.: Communication
Early Childhood and Special Education	B.S.Ed.: Early Childhood B.S.Ed. Special Education
Elementary Education	B.S.Ed.: Elementary Education
English	B.S.Ed.: English
Foreign Languages	B.A.: Elective Certification: French, German, Latin, Russian, Spanish
Geology and Astronomy	B.S.Ed.: Earth-Space Science Certification only: General Science
Geography and Planning	B.A.: Elective Certification Citizenship Education
History	B.A.: Elective Certification Citizenship Education
Kinesiology	B.S.: Health and Physical Education Endorsement Certification: Driver Education
Mathematics	B.S.Ed.: Mathematics
Music Education	B.M.: Music Education: Vocal, Choral, General, Instrumental
Physics	B.S.Ed.: Physics
Political Science	B.A.: Elective Certification Citizenship Education
Professional and Secondary Education	Endorsement Certification: Environmental Education

FORMAL ADMISSION TO TEACHER EDUCATION

All students seeking a bachelor's degree in education or a bachelor of arts degree with elective certification must formally apply for admission to teacher education. This provision applies to those who received University admission to major in teacher education.

Beginning **September 1, 2003** the minimum standards for formal admission to a WCU teacher preparation program include:

1. Major in a teacher-education program or enrolled in an elective certification program;
2. 48 semester-hour credits of college-level study;
3. A minimum cumulative GPA of 2.8 on all college-level work;
4. Passing scores, as established by the Pennsylvania Department of Education (PDE) on the currently specified PPST's (Praxis I: Reading, Writing, and Mathematics). Please consult with the Teacher Certification Office in Recitation Hall regarding up-to-date testing information or visit the PDE web site: www.state.pa.us.
5. Six semester-hour credits of college-level (100 level or above) mathematics, three semester-hour credits of college-level (100 level or above) English composition, and three semester-hour credits in literature taught in English; and
6. Recommendation by the department of the student's major. (Department recommendation may be contingent upon completion of additional and/or more rigorous requirements than the minimum described above.)

WCU teacher education students who achieve formal admission to teacher education starting September 1, 2003 and thereafter must maintain a minimum cumulative GPA of 2.80 to retain formal admission status. Students who are formally admitted after September 1, 2003 must complete their programs with a minimum cumulative GPA of 3.00 to qualify for PDE teacher certification. Each program has designated, for its own majors, its advanced professional courses. Only those majors who have been formally admitted to teacher education are eligible to take these courses.

Students who earn formal admission to teacher education and later fall below the required cumulative GPA are permitted to take course work

to improve their GPA to the required level (2.80). Such students will not, however, be permitted to register for additional advanced professional education course work in their programs until they again achieve the minimum cumulative GPA required for formal admission (2.80).

STUDENT TEACHING

Student teaching is the concluding experience of the teacher education program. Students majoring in early childhood, elementary, foreign languages, secondary, and special education must file applications to student teach with the Teacher Education Center (251 Francis Harvey Green Library). Students majoring in health and physical education and music education must file applications with their departments.

To be eligible to complete a student teaching experience, candidates must have completed the prerequisite course requirements, must meet the state-mandated minimum grade point average (2.80) or higher, and must have satisfied the requirements for formal admission to teacher education. See program listings and advising sheets for specifics. Students should contact their departments for the requirements. A student must earn an academic grade of C or better in both student teaching assignments and graduate with the state-mandated minimum grade point average (3.0) or higher to qualify for a Pennsylvania teaching certificate. Students receiving a grade of C- or lower in either or both student teaching assignments will not be eligible for a teaching certificate.

Students are assigned a student teaching placement in schools with which the University has a formal agreement.

TEACHING CERTIFICATION

Students apply for a Pennsylvania certificate through the University's Teacher Certification Office. As soon as certification requirements have been met, students apply for teacher certification.

The Teacher Certification Office verifies that all requirements have been met prior to submitting a recommendation for certification to the Pennsylvania Department of Education.

Applicants for the certificate must be citizens of the United States. A noncitizen must have declared the intent to become a citizen of the United States to qualify for a teaching certificate. For more information, contact the University's Teacher Certification Office.

Application forms and information about certification are available from the Teacher Certification Office, 302 Recitation Hall, in the College of Education.

Postbaccalaureate students who wish to obtain teaching certification should consult with the Teacher Education Center located in the Francis Harvey Green Library.

THE PRAXIS SERIES EXAMINATIONS

Professional Assessments for Beginning Teachers

Students pursuing initial Pennsylvania Instructional Level I Certification must pass the examinations prescribed at the time of certification by the Pennsylvania Department of Education. Currently, these examinations include the following:

- As part of the requirements for formal admission to teacher education, all students must pass the **PPST (Praxis I)** exams in reading, mathematics, and writing. Students are strongly encouraged to take these exams in the second semester of the first year of college study.
- Candidates in programs leading to N–3, K–6, and K–12 certification must pass the **Fundamental Subjects: Content Knowledge** exam. It is suggested that candidates take this exam during the junior year.
- All candidates for certifications must pass a major specialty area test. It is suggested that candidates take these tests in the semester prior to student teaching. The Principles of Learning and Teaching test is not required for certification beginning fall 2003.

HEA – Title II Praxis Test Results for Program Completers, Regular Teacher Education Preparation Program for 2002-2003 Academic Year

Results from Educational Testing Service

Assessment Type (Aggregate)	Number Taking Assessment	Number Passing Assessment	Passing Rate Institutional	Passing Rate Statewide
Basic Skills	656	646	98%	95%
Professional Knowledge	606	562	93%	94%
Academic Content Areas (Mathematics, English, Biology, etc.)	545	495	91%	93%
Other Content Areas (Career/ Technical Education, Health Education, etc.)	74	74	100%	99%
Teaching Special Populations (Special Education, ESL, etc.)	59	59	100%	100%

Commentary on the Results

For the 2002-2003 academic year, the aggregated institutional pass rate for program completers ranged from 91% to 100% on the five types of test assessments. These pass rates are consistent with statewide pass rates. The results show strength in performance in light of the large number of WCU students who take these tests. WCU students represented anywhere from 4% to 14% of all tests taken by type of assessment statewide.

In 2002-2003, WCU's pass rate on the Aggregate Basic Skills Test Assessment rose to 98%, an increase of 6% over the previous year and 3% over the statewide pass rate. The aggregate professional knowledge assessment pass rate of 93% improved by 3% over last year. The aggregate other content areas and aggregate teaching special education assessments accrued pass rates preformances of 100%.

Some highlights from the content area tests include the following:

- The early childhood education content knowledge pass rate was 100%.
- The social studies pass rate of 90% increased by 4% over last year and was consistent with the statewide pass rate.
- The fundamental subjects tests, instituted this year, had a pass rate of 100%.
- The earth and space science pass rate this year reached 100%, a positive change over the previous year's results.

Selected content areas of some concern and that require more analysis include the following:

- While the elementary content knowledge test pass rate remained strong at 97% for 2002-2003, the pass rate on the elementary education curriculum and instruction dropped by 4%.
- While the number taking the assessment was quite small (11), the pass rate for the Spanish content knowledge test needs future study to determine the trend.

Questions related to these tests should be directed to the Teacher Certification Office, 302 Recitation Hall. West Chester University is a designated Praxis test center and administers these tests six times a year according to the dates established by Educational Testing Service (ETS).

INSTRUCTIONAL I CERTIFICATE

A student who completes one of the University's teacher education curricula and passes all Praxis tests required by the state qualifies for an Instructional I Certificate, which is issued by the Pennsylvania Department of Education. This certificate is valid for six years of teaching in Pennsylvania. Recommendation for the certificate is made by the dean, College of Education, who serves as the certifying officer of the University.

INSTRUCTIONAL II CERTIFICATE

This certificate requires three years of successful teaching in Pennsylvania under the Instructional I Certificate, successful completion of an Induction Plan approved by the Pennsylvania Department of Education, and the satisfactory completion of 24 semester hours of additional course work completed at a baccalaureate-granting institution, after issuance of the baccalaureate degree. This certificate is a valid license to teach in Pennsylvania.

All or part of the educational requirements for this credential may be obtained through approved, in-service programs. Effective July 1, 2000 (ACT 48) the state requires all certified teachers and administrators to engage in continuing professional development activities. WCU course work is an acceptable option for the six hours of college credit (or its equivalent) required for teachers and administrators every five years. Certification in additional subject areas may be obtained by completing requirements for that area, or in certain areas, by completing a Praxis specialty examination (see the Pennsylvania Department of Education web site: www.state.pa.us). Students should consult the department in which they seek certification for information and an evaluation of their credits.

Department of Theatre and Dance

G-18 E.O. Bull Center
610-436-3463
Jay H. Berkowitz, *Chairperson*

PROFESSORS: Bytnar, Hashimoto-Sinclair, Rovine
ASSOCIATE PROFESSOR: Berkowitz
ASSISTANT PROFESSORS: Murphy, Studlien-Webb, Wunsch
INSTRUCTORS: Morgan, Saddoris

The Department of Theatre and Dance offers a bachelor of arts program in theatre and a minor in dance which combines the foundation of a liberal arts education with the creative skills needed by the developing artist. In addition, the department cooperates with the Department of Communication Studies in its bachelor of science in education which qualifies graduates to meet the state of Pennsylvania requirements for teacher certification in communication, speech, and theatre.

Students with an academic major or minor in the department are required to meet with a departmental faculty adviser to develop their curricular plans, select courses prior to scheduling, discuss career options, and to be aware of cocurricular opportunities. Handbooks are provided to entering students for their use as a guide to the development of their academic programs. Students must achieve a scholastic index of at least 2.0 in their major before they will be recommended for graduation. Grades of C- or lower in major subjects must be raised to C or better.

Department Student Activities

University Theatre; Contemporary Dance Company; Dance Production Workshop; United States Institute for Theatre Technology; The American College Dance Festival Association; Pennsylvania Association of Health, Physical Education, Recreation, and Dance; Alpha Psi Omega; and the Kennedy Center American Colleges Theater Festival are organizations that involve theatre and dance majors and nonmajors in theatre-related activities. For more information see the "Student Affairs" section of the catalog.

Department Apprenticeships

Although not required, professional apprenticeship experiences are available to qualified theatre and dance majors and minors respectively. Students and their placements are screened by the department to assure mutual satisfaction for all parties involved. For details, students should see the department chairperson.

REQUIREMENTS FOR THE BACHELOR OF ARTS IN THEATRE

1. General ed. requirements, see pages 36–39 — 48 semester hours
2. Core requirements (all concentrations) — 33 semester hours
   THA 103, 104, 113, 215, 301, 306, and 307
   Two from the following:
   THA 210, 213, 304, 305, 314, 315, 316
   Six semesters of one-credit THA 200
3. Concentration requirements — 27–28 semester hours
   a. Performance (24–27 semester hours)
      THA 102, 202, 203, 209, 210, 303
      6–9 semester hours as advised
   b. Musical theatre (24–27 semester hours)
      MTC 110; THA 203, 303; VOC 211, 424;
      VOI 191; and three, one-credit voice classes
      5–8 semester hours as advised
   c. Technical production (24–27 semester hours)
      ART 106
      Two from the following:
      THA 210, 213, 304, 305, 314, 315, 316
      15–18 semester hours as advised
   d. General (24–27 semester hours)
      THA 102, 202, 203, 204, 207, 209, 210, 213, 250, 302, 303, 304, 305, 308, 309, 310, 313, 314, 315, 316, 399, 400, 401, 403, 404, 406, 409, 499, or any University course as approved by adviser.
4. Foreign language options, see pages 39–40 — 15 semester hours

Bachelor of Science in Education: Theatre Emphasis
(See Department of Communication Studies.)

Minor in Theatre Arts — **19 semester hours**
THA 103, 104, 113, 200, 210, 215 or 316, and 301

Minor in Dance — **21 semester hours**

To fulfill this program of study, all dance minor students are required to take 21 credits in the dance curriculum. Students should follow requirements as listed under core, technique, and performance courses. Further requirements include the following: 1) involvement in the performance area for a minimum of two years which can be accomplished for credit as a dancer, choreographer, officer, or production assistant; 2) serving as a teaching assistant in a Level I technique class with assignment from the dance coordinator; 3) recording all course work in a portfolio that will be presented to the dance coordinator at the conclusion of the course of study. Auditions are not required for admittance into the program; however, each applicant has the responsibility of meeting with the dance coordinator each semester before registration begins. Applicants must obtain and complete a minor registration form through the Office of the Registrar for transcript recognition.

1. **Core and performance courses**
   Required — 3 semester hours
   DAN 344
   Electives — 6 semester hours
   DAN 315, 441, or 442
2. **Technique courses** — minimum 8 semester hours
   DAN 232, 233, 234, 235, 332, or 334
3. **Performance courses** — minimum 4 semester hours
   DAN 345, 346, or 446

COURSE DESCRIPTIONS

DANCE

Symbol: DAN

132 Modern Dance I (3)
133 Hip Hop Dance (3)
134 Beginners Ballet (3)
135 Tap Dance I (2)
150 Introduction to the Art of Dance (3) The purpose of this course is to provide the student with an introduction to dance as an art form as well as relate information regarding various aspects of dance. Topics include a brief history of dance, dance styles, dance in education, and dance production.
232 Modern Dance II (2)
233 Jazz Dance II (2)
234 Ballet II (2)
235 Tap Dance II (2)
315 Dance Pedagogy (3) Basic course offering methods and materials for teaching dance technique.
332 Modern Dance III (2)
334 Ballet III (2)
344 History of Dance (3) (3) The purpose of this course is to provide the student with a thorough background of dance as a fundamental form of human expression. Topics shall include the historical roots and recent status of theatrical dance forms, dance education, recent trends, and evaluation of dance as an art form in relation to man and his society. Physiological, sociological, and psychological implications; dance forms and types. Film and other materials focus on parallel developments in related arts.
◆ **345 Dance Production Workshop (2)** Study of the various elements of performance and dance production. All are integrated into a final performance that is created and directed by the students. Admittance is by auditions during the fall semester.
346 Repertory Development (2) This course is designed to give the students experience learning new and/or existing faculty and guest artist choreography in a professional rehearsal setting.
441 Dance Composition (3) An introduction to choreography and the creative process in which students will develop original movement phases progressing from simple to complex solo and group forms.
442 Musical Theatre Dance and Choreography (3) This course covers the appropriate methods, materials, and skills needed for preparing and stag-

ing dance in a musical production. Special emphasis will be given to the choreographic process as well as the role of the choreographer.

◆ **446 Repertory Performance (2)** The purpose of this course is to offer dance students invaluable experience that can only be gained from performance. To ensure maximum benefit, the objectives are thorough studio rehearsal of dances, lighting and staging rehearsals, and well-directed performances.

THEATRE

Symbol: THA

101 Introduction to Theatre (3) A survey of theatre as a humanity by exploring how theatre reflects its time and country. This course teaches the student what to listen for and what to look for when attending a live theatre performance. Fulfills general education arts requirement.

102 Voice for the Performer (3) The goal of vocal training is the understanding of the individual voice. Voice training seeks to uncover the potential for a naturally produced vocal sound with all its capabilities and limitations. Fulfills general education arts requirement.

103 Acting I (3) A course designed to introduce the basic skills and techniques needed by the developing actor to create successfully a character for performance on stage. Fulfills general education arts requirement.

104 Stagecraft (3) Planning, construction, painting, rigging, and shifting of scenery. Management of all operations backstage. Laboratory required.

113 Script Analysis I (3) To promote the development of the student's analytical faculties in the research for a staged production. The course content focuses on modern and post-modern theatre, including multicultural and feminist plays. Fulfills general education arts requirement.

150 Summer Theatre Workshop (3) A combination of classroom instruction and applied production techniques for student interns working with the department's Summer Theatre program. Available to freshman/sophomore-level students and to qualified high school seniors. PREREQ: Interview and permission of the department.

◆ **200 Theatre Practicum: Majors (1-3)** This course is designed to provide theatre arts majors and minors the opportunities to participate in and learn skills directly related to specific areas of theatrical production. PREREQ: THA 104.

202 Dialects (3) Dialects and regionalisms for the stage.

203 Acting II (3) Continued focus on the basic skills and techniques needed to create a role on the stage. Emphasis on character development. PREREQ: THA 103.

204 Scene Painting (3) Studio course designed to introduce students to basic skills and techniques of scenic painting. PREREQ: THA 104 and THA 113.

207 Children's Theatre (3) Production of children's theatre for stage and television. Course elements will include script analysis and production values, publicity, and tour preparation. Students enrolled in the course will create a complete production. Fulfills general education requirement.

209 Creative Drama (3) Theory and practice in creative techniques of expression and dramatic forms to be used as a teaching and recreational device for children and adults. Fulfills general education requirement.

210 Stage Makeup I (3) Theory and practice in design and application of various types of makeup for the stage.

213 Script Analysis II (3) To introduce students to the unique problems of interpreting dramatic texts from the classical periods of theatre history for contemporary stage production.

215 Costume Construction (3) Theory and practice in theatrical costuming including organization, construction, drafting, dyeing, painting, and wardrobe management. Laboratory required.

250 Race and Gender in American Theatre (3) This course will focus on how some traditionally marginalized groups have been examined and portrayed in American theatre.

301 Directing I (3) An introduction of the theories and techniques of stage direction with emphasis on prerehearsal planning, play selection, script analysis and promptbooks, casting and blocking. PREREQ: THA 103, 104, and 113.

302 Scene Construction and Rigging (3) This course develops a familiarity with scenic construction techniques and materials. Practical solutions to technical problems are discussed. Other topics include theatre safety, technical drawing, and budgeting. This course is a requirement for technical majors but an elective for all other theatre majors. PREREQ: THA 104.

303 Acting III (3) A course for the advanced student actor who wishes in-depth work and study in character building and analysis. Extended scene work and audition materials also will be stressed. PREREQ: THA 203.

304 Scene Design (3) This course identifies and explores the processes involved in creating a scenic space that is both practical and expressive. Skills in set design, representational painting, scenic drafting, and script interpretation are developed. PREREQ: ART 106, THA 104, 308, or permission of instructor.

305 Stage Lighting (3) Exploration of lighting as a means of artistic communication in the theatre. The course covers the aesthetics, tools, technology, and the graphic methods used to light a play. Special topics in lighting for other performing arts will be discussed. PREREQ: ART 106, THA 104, 308, or permission of instructor.

306 History of Theatre I (3) The development of theatre from the ancient Greeks to the 17th century. PREREQ: THA 113 or THA 213.

307 History of Theatre II (3) The development of theatre from the 17th century until the Modern Period in the late 19th century. PREREQ: THA 113 or THA 213.

308 Graphics for the Stage (3) An exploration of graphic solutions used in the various stages of planning and executing a setting for the theatre. Scenic design, stage technician drafting techniques, and perspective techniques used exclusively in the theatre. PREREQ: THA 104.

309 Trends in Contemporary Theatre (3) The theatre artists, structures, and social milieu whose collective interaction can be referred to as contemporary theatre. The creative work being done in America, England, Poland, South Africa, and other nations will form the core of the course.

310 Stage Makeup II (3) Theory, development, and application of theatrical makeup according to the play, its period, the style of production, the actor, and the character. Students must have previous knowledge of the basic two- and three-dimensional makeup devices. PREREQ: THA 210.

313 Playwriting Workshop (3) Writing the play; possibilities and limiatations of the stage. Attention to sets and costuming where relevant. Characterization by action and dialogue. Problems of establishing motivation. The play's totality in theme, character, and action. Informal readings of student work.

314 Stage Management (3) Duties and responsibilities of the theatrical stage manager throughout the production process.

315 Sound Design (3) An in-depth study of sound and how it relates to theatrical production.

316 Costume History and Design (3) The history of European and American costume and its application to the period production. The process of designing costumes in various styles will be explored. Students are required to design costumes for periods studied. PREREQ: ART 106, THA 215, THA 308, or permission of instructor.

317 History of Theatre III (3) The development of theatre from the late 19th century (the Modern Period) through the present. The major theatrical movements of the United States, England, France, Germany, Spain, and Russia will be covered.

◆ **399 Directed Studies in Theatre (1-3)** Research, creative projects, reports, and readings in theatre. Students must apply to advisers one semester in advance of registration. PREREQ: Permission of instructor.

◆ **400 Professional Apprenticeship (3-15)** This course provides a structured and supervised work experience in theatre. Students must submit an application to the department chairperson for permission.

401 Directing II (3) Play direction as a creative aspect of stage production with emphasis on exploration of concept, techniques of rehearsing a play and working with actors, and the role and function of the stage manager. PREREQ: THA 301.

◆ **403 Advanced Theatre Practicum (3)** A production seminar for advanced arts students that will culminate in a public performance. Under the mentorship of a faculty professional, the class will work as an ensemble that takes the production process form the determinants of a production's performance potential to its final public presentation.

404 CAD for the Stage (3) To develop the student's ability in utilizing the AutoCAD Release 14 environment to draft and plot scenic designs and technical drawings for the theatre. PREREQ: THA 308.

406 Acting IV (3) A special topics seminar with study and scene work in a variety of period, modern, and contemporary styles. Students will first focus on the physical, intellectual, and emotional demands inherent in the texts, and then on the process of moving from textual analysis to performance.

409 Theatre Arts Outreach (3) Provides students with the experience of working with children as part of an outreach program in partnership with the West Chester School District and Council of Arts.

◆ **499 Theatre Seminar (3)** Intensive examination of a selected area of study in theatre. Topics will be announced in advance.

◆ This course may be taken again for credit.

Women's Studies Program

211 Main Hall
610-436-2464
Geetha Ramanathan, *Director*

WOMEN'S STUDIES FACULTY

Jen Bacon, *English*
Helen Berger, *Sociology*
Lorraine Bernotsky, *Political Science*
Juanita Comfort, *English*
Virginia DaCosta, *Art*
Celia Esplugas, *Foreign Languages*
Karen Fitts, *English*
Susan Gans, *Psychology*
Robin Garrett, *Nursing; Director, Women's Center*
Karin Gedge, *History*
Anne Herzog, *English*
Linda Huff, *English*
Jane Jeffrey, *English*
Lisa Kirschenbaum, *History*
Elizabeth Larsen, *English*
Rodney Mader, *English*
Deborah Mahlstedt, *Psychology*
Lisa Millhous, *Communication Studies*
Merry G. Perry, *English*
Cherise Pollard, *English*
Ruth Porritt, *Philosophy*
Geetha Ramanathan, *English*
Arlene Rengert, *Geography and Planning*
Stacey Schlau, *Foreign Languages*
Frauke Schnell, *Political Science*
Eleanor Shevlin, *English*
Carolyn Sorisio, *English*
LaTanya Thames-Leonard, *History*
Karin Volkwein, *Kinesiology*
Joan Woolfrey, *Philosophy*
Hyoejin Yoon, *English*

The women's studies program consists of an interrelated group of courses offered in a wide variety of academic disciplines. The program operates under the supervision of the Women's Studies Steering Committee. This program is envisaged both as an enrichment to liberal education and as a preprofessional field. The social transformation that is taking place in society and in intellectual life is making study in this area an asset in many arenas.

The aim of the program is to integrate the perception and experience of women into the curriculum and to encourage inquiry into previously neglected areas, such as women's history, women's literature and art, psychology of women, and women's position in society.

BACHELOR OF ARTS IN WOMEN'S STUDIES

1. General ed. requirements, see pages 36–39 48 semester hours
2. Foreign languages
   Culture cluster may be used.
3. Required courses 6 semester hours
   WOS 225 and 405
   WOS 400, and 410 or 415 are strongly encouraged.
4. Other approved courses 18–24 semester hours
5. Electives to complete 120 credits.

Women's studies students, both majors and minors, take courses across disciplines. Several crosslisted courses are offered each semester, e.g., CLS 359 (women's literature II), PSY 365 (psychology of women), and PSC 301 (women in politics).

Other courses may be chosen from the list of women's studies offerings. Additional courses may be applied to the major, under advisement. At least six major courses must be completed at the 300-400 level.

These courses are open to all students who have any required prerequisite as student electives under general requirements. With the permission of their departments, students also may take these courses as electives within their major or minor disciplines.

Minor in Women's Studies **18 semester hours**
Required courses 6 semester hours
WOS 225 and either WOS 405 and 410 or 415

Women's studies students, both majors and minors, take courses across disciplines. Several crosslisted courses are offered each semester, e.g., CLS 359 (women's literature II), PSY 365 (psychology of women), and PSC 301 (women in politics). No more than two courses may be taken in a single department. Additional courses may be applied to the minor, under advisement. For advising in women's studies, contact Dr. Geetha Ramanathan, 211 Main Hall. Descriptions of WOS courses in women's studies appear below. See departmental listings for all other courses.

COURSE DESCRIPTIONS
WOMEN'S STUDIES
Symbol: WOS

◗ **# 225 Women Today: An Introduction to Women's Studies (3)** An interdisciplinary course designed to enable students to analyze various kinds of statements on women, to question the implications of changing cultural patterns, and to sample first-hand efforts for change. Satisfies interdisciplinary requirement.

◗ **# 250 Women's Self-Reflections in Writing, Art, and Music (3)** An interdisciplinary approach to ways women record their lives.

◗ **# 315 Third-World Women (3)** This course will examine the nature of women's lives in the Third World, focusing on topics such as family, education, health, development policies, and political change. Geographic areas studied include Africa, Asia, Latin America, and the Middle East.

◆ **320 Independent Study (3)** Independent research and study for upper-division students. Topic to be approved by supervising faculty member. PREREQ: WOS 225.

◆ **325 Special Topics in Women's Studies (3)** Selected (and changing) topics, e.g., black women; women and work; love and sexuality.

 # 329 Gender and Peace (3) An examination of the ways in which social constructions of gender intersect with perceptions and the experience of war.

 # 335 Gender and Science (3) An interdisciplinary course on the role of gender and race in the formation of science.

 # 350 Lesbian Studies (3) An interdisciplinary analysis of the lesbian experience, and a study of the informing ideas of lesbian studies.

◆ **400 Internship (3)** This course is designed to allow students the opportunity to put into practice, outside the academic setting, the knowledge regarding women's experiences gained in other courses. Some possible sites might be a women's health clinic, a business, a newspaper, a social service agency, or an electoral campaign. There will be both an on-site and a faculty supervisor. PREREQ: WOS 225 and two other women's studies courses.

 # 405 Feminist Theory (3) Designed to introduce and discuss basic questions in contemporary feminist theory, the course will explore different philosophies of feminism and include such issues as motherhood, intersections with other theories of oppression, and body politics. PREREQ: WOS 225 or permission of the instructor.

◆ **410 Senior Colloquium (3)** Sample topics include global feminism, mothering, the experiences of women of color, and feminist utopias. PREREQ: WOS 225 and two other women's studies courses.

◆ **415 Senior Project (3)** Preparation of research in any area of women's studies, to be decided by student and adviser. Supervision includes exercises in method and bibliography. Usually, a lengthy research paper will be the final result. PREREQ: WOS 225 and two other women's studies courses.

◗ Diverse communities course
\# Approved interdisciplinary course
◆ This course may be taken again for credit.

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Vice President for Student Affairs ..... Dr. Matthew Bricketto
Assistant Vice President for Student Affairs ..... Ms. Diane DeVestern
Assistant Vice President for Student Affairs/Residence Life and Housing ..... Dr. Thomas Purce
Assistant to the Vice President for Student Affairs ..... Ms. Jacqueline Hodes
Director, Athletics ..... Dr. Edward Matejkovic
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Director, Children's Center ..... Ms. Sandra Jones
Director, Counseling and Psychological Services Department ..... Dr. Judith Baron
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Director, Judicial Affairs (Interim) ..... Ms. Lynn Klingensmith
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Director, Residence Life ..... Ms. Marion McKinney
Director, Service Learning and Volunteer Programs ..... Mrs. Margaret Tripp
Director, Sykes Union ..... Mr. David Timmann
Director, Women's Center ..... Ms. Robin Garrett

Student Services Incorporated, Executive Director ..... Ms. Mell Josephs
Student Services Incorporated, Coordinator, Co-Curricular Programs ..... Mr. Stephen McKiernan
Student Services Incorporated, Program Coordinator for Campus Activities ..... Mr. Jeff Gerstein
Student Services Incorporated, Bookstore Manager ..... Mr. Terry Shira

Faculty
Spring 2004

MADELEINE WING ADLER (1992) *President*
B.A., Northwestern University; M.A., Ph.D., University of Wisconsin

LINDA L. LAMWERS (1995) *Vice President for Academic Affairs/Provost*
B.A., Douglass College; M.S., Ph.D., Rutgers University

J. FRED GAGE (2000) *Vice President for Information Services*
B.S.Ed., West Virginia University; M.Ed., Ph.D., University of Pittsburgh

MARK P. MIXNER (2002) *Vice President for Administrative and Fiscal Affairs*
B.A., College of William and Mary; M.S.A., George Washington University

MATTHEW J. BRICKETTO (1986) *Vice President for Student Affairs*
B.S., Seton Hall University; M.Ed., Ohio University; M.B.A., Fairleigh Dickinson University; Ed.D., Rutgers University

MARK G. PAVLOVICH (2000) *Vice President for Advancement*
B.A., M.A., Ph.D., University of Michigan

CHARLES D. HURT (2002) *Dean, College of Arts and Sciences*
B.A., University of Virginia; M.S., University of Kentucky; Ph.D., University of Wisconsin – Madison

CHRISTOPHER M. FIORENTINO (1985) *Dean, College of Business and Public Affairs*
B.A., M.A., Ph.D., Temple University

TONY W. JOHNSON (1997) *Dean, College of Education*
B.A. Western Carolina University; M.A., Ph.D., George Peabody College for Teachers

DONALD E. BARR (1997) *Dean, College of Health Sciences*
B.S., Colorado State University; Ed.M, Ph.D., State University of New York at Buffalo

TIMOTHY V. BLAIR (1992) *Dean, College of Visual and Performing Arts*
B.Mus., Susquehanna University; M.M., The New England Conservatory of Music; D.M.A., Catholic University of America

CHERYL M. VERMEY (2002) *Dean, Graduate Studies and Extended Education*
B.S., Millersville University; Ed.M., Ed.D., Temple University

QUINCY MOORE (2001) *Dean, Undergraduate Studies and Student Support*
B.A., Colver-Stockton College; M.S., University of Nevada; Ph.D., University of Iowa

SHEILA PATTERSON (1992) *Associate Provost*
B.S., Mankato State; M.S., Ph.D., Southern Illinois University

---

ANN A. ABBOTT (2001) *Chairperson, Department of Graduate Social Work; Professor*
B.S., St. Norbert College; M.S.S., Ph.D., Bryn Mawr College

THOMAS J. AHLBORN (1967) *Associate Professor of Computer Science*
B.S., California University; M.A., Kent State University; M.S., University of Delaware

NASEER AHMAD (1987) *Associate Professor of Chemistry*
B.S., M.S., Ph.D., D.Sc., Aligarh Muslim University

SYLVIA MOSS AHRAMJIAN (1976) *Associate Professor of Instrumental Music*
B.Mus., Juilliard School of Music; M.M., Indiana University, Bloomington

KRISTEN ALBERT (2001) *Assistant Professor of Music Education*
B.S., Millersville University; M.Ed., Shippensburg University

NANCY ALLEN (2002) *Director, Pre-Major Advising, Assistant Professor of Educational Services*
B.A., Bucknell University; M.A., Duquesne University; Ph.D., New York University

KATHRYN ALESSANDRIA (2003) *Assistant Professor of Counseling and Educational Psychology*
B.S., M.A., James Madison University; Ph.D., University of Virginia

THOMAS ANDREWS (1997) *Assistant Professor of Economics*
B.S., West Chester University; M.A., Ph.D., Temple University

PAUL M. ARSENAULT (1998) *Associate Professor of Marketing*
M.S., Marietta College; M.B.A., Wake Forest University; Ph.D., Temple University

HANNAH ASHLEY (2001) *Assistant Professor of English*
B.S., Cornell University; M.Ed., Ph.D., Temple University

CHRISTIAN K. AWUYAH (1989) *Associate Professor of English*
B.A., University of Ghana; M.A., University of Guelph; Ph.D., University of Alberta

JULIAN AZORLOSA (2001) *Assistant Professor of Psychology*
B.A., M.A., Ph.D., University of Delaware

JENNIFER S. BACON (2000) *Assistant Chairperson, Department of English; Assistant Professor*
B.A., University of South Carolina; M.A., University of Cincinnati; Ph.D., Rensselaer Polytechnic Institute

JOHN H. BAKER (1974) *Chairperson, Department of Art; Professor*
B.A., West Chester University; M.F.A., University of Delaware

LYNDA A. BALOCHE (1989) *Assistant Chairperson, Department of Elementary Education; Professor*
B.A., Trenton State College; Ed.D., Temple University

SCOTT BALTHAZAR (1991) *Professor of Music History and Literature*
B.A., Amherst College; M.A., Ph.D., University of Pennsylvania

JUDITH BARON (1974) *Chairperson and Psychologist, Counseling Center; Professor*
B.A., M.A., University of Michigan; Ph.D., York University, Toronto

ROGER BARTH (1985) *Associate Professor of Chemistry*
B.A., La Salle University; M.A., Ph.D., Johns Hopkins University

CHARLES R. BAUERLEIN (1988) *Assistant Professor of English*
B.A., Loyola University of the South; M.A., Pennsylvania State University

NADINE M. BEAN (1998) *Assistant Professor of Graduate Social Work*
B.A., M.S.S.A., Ph.D., Case Western Reserve University

ROBERT M. BEDFORD (1966) *Professor of Applied Music*
B.Mus., M.S., The Juilliard School; D.M.A., Catholic University of America

DENA G. BEEGHLY (1992) *Assistant Chairperson, Department of Literacy; Associate Professor*
B.S., Southern Connecticut State University; M.Ed., Ed.D., University of Georgia

SHARON BEGAN (1992) *Assistant Chairperson, Department of Biology; Professor*
B.S., Kutztown University; M.S., East Tennessee State University; Ph.D., Southern Illinois University at Carbondale

MICHAEL BELL (2001) *Assistant Professor of Early Childhood and Special Education*
B.A., Arizona State University; M.A., Northern Arizona University; Ph.D., University of Texas at Austin

JOHN T. BENESKI (1986) *Professor of Biology*
A.A., Southwestern College; B.A., M.A., Humboldt State University; Ph.D., Washington State University

CYNTHIA D. BENZING (1988) *Chairperson, Department of Economics and Finance; Professor*
B.S., Pennsylvania State University; M.B.A., Ph.D., Drexel University

HELEN A. BERGER (1991) *Professor of Sociology*
B.A., Brooklyn College; M.A., Sussex University (England); Ph.D., New York University

JAY H. BERKOWITZ (1969) *Chairperson, Department of Theatre and Dance; Associate Professor*
B.S., M.A., Temple University

R. LORRAINE BERNOTSKY (1996) *Associate Professor of Political Science*
B.A., Messiah College; M.A., Temple University; D.Phil., University of Oxford

DEBORAH BIERSCHWALE (1999) *Assistant Professor of Counseling and Psychological Services*
B.A., University of Michigan; M.A., Psy.D., Widener University

DEBRA BILL (1998) *Assistant Professor of Health*
B.A., Central Connecticut State University; M.P.H., University of North Carolina; Ph.D., Temple University

JAMES BLACKBURN (1998) *Instructor of Elementary Education*
B.S. Shippensburg University; M.A., Villanova University

RICHARD E. BLAKE (1975) *Professor of Art*
B.F.A., Tyler School of Art of Temple University

JAMES R. BLEIBERG (2002) *Assistant Professor of Counseling*
B.A., Haverford College; M.Ed., Harvard University; M.A., Hebrew Union College; Ph.D., Widener University

ARVID J. BLOOM (1988) *Professor of Psychology*
B.A., Wesleyan University; M.S., Ph.D., Colorado State University

MARITA R. BOES (1991) *Associate Professor of History*
B.A., M.A., Hunter College; Ph.D., City University of New York

DONNA BOHS (2003) *Instructor of Nursing*
B.S., M.N.Ed., Villanova University

GAIL G. K. BOLLIN (1990) *Associate Professor of Elementary Education*
B.A., St. Bonaventure University; M.A., Purdue University; Ph.D., University of Delaware

DAVID L. BOLTON (1991) *Assistant Professor of Professional and Secondary Education*
B.A., Seminar Marionhoehe (Germany); M.A., Andrews University; Ph.D., Florida State University

DEANNE L. ZOTTER BONIFAZI (1991) *Professor of Psychology*
B.A., Bloomsburg University; M.A., Ph.D., Kent State University

ROGER E. BOVE (1984) *Associate Professor of Economics and Finance*
B.A., Harvard College; M.A., Ph.D., Harvard University

ERMINIO BRAIDOTTI (1978) *Professor of Foreign Languages*
B.A., Youngstown State University; M.A., Middlebury College; Ph.D., University of Pennsylvania

RICHARD G. BRANTON (1962) *Chairperson, Department of Mathematics; Professor*
B.S., West Chester University; M.S., University of Delaware; Ph.D., University of Pennsylvania

MARY P. BREWSTER (1993) *Professor of Criminal Justice*
B.A., St. Joseph's College; M.A., Fordham University; Ph.D., Rutgers University

PATRICIA BRODERICK (1995) *Associate Professor of Counseling and Educational Psychology*
B.A., Alvernia College; M.A., Villanova University; Ph.D., Temple University

DAVID E. BRODY (2000) *Assistant Professor of Art*
B.A., Vassar College; M.A., Boston University; Ph.D., Boston University

STEVEN L. BROITMAN (1987) *Associate Professor of Biology*
B.S., State University of New York at Stony Brook; M.Ed., University of Massachusetts; M.A., Ph.D., Princeton University

MICHAEL W. BROOKS (1971) *Professor of English*
B.A., Antioch College; M.A., Ph.D., University of Toronto

DEBORAH S. BROWN (1992) *Professor of Counseling and Educational Psychology*
B.S., West Chester University; M.A., Ph.D., University of Delaware

DAVID F. BROWN (1991) *Professor of Elementary Education*
B.S., M.S., Northern Illinois University; Ed.D., University of Tennessee

KIMBERLEE S. BROWN (1993) *Associate Professor of Professional and Secondary Education*
B.Ed., Temple University; M.Ed., West Chester University; Ph.D., University of Pennsylvania

TIMOTHY J. BROWN (2002) *Associate Professor of Communication Studies*
B.A., M.A., West Chester University; Ph.D., Ohio State University

MARY BUCKELEW (1999) *Assistant Professor of English*
B.A., M.A., Ph.D., University of New Mexico

MARY ANNE BURNS-DUFFY (1969) *Interim Assistant Director, Library Services; Assistant Professor*
A.B., Immaculata College; M.S.L.S., Drexel University

SEETHA BURTNER (2002) *Assistant Professor of Philosophy*
B.A., St. Xavier College; M.S., Ohio State University; M.A., Colorado State University; Ph.D., Purdue University

J. BRYAN BURTON (1991) *Professor of Music Education*
B.M., West Texas State University; M.A., Western State College of Colorado; D.M.E., University of Southern Mississippi

JEAN PIPER BURTON (1993) *Associate Professor of Library Services*
B.S., Valley City University of North Dakota; M.L.S., Vanderbilt University; M.L.S., Widener University

RICHARD M. BUSCH (1990) *Professor of Geology*
A.B., Franklin and Marshall College; M.A., Temple University; Ph.D., University of Pittsburgh

ROBERT E. BYTNAR (1975) *Professor of Theatre*
B.S.Ed., California University; M.A., West Virginia University; M.F.A., University of Pittsburgh

ALBERT CAFFO (1999) *Co-Director, Pharmaceutical Product Development Program, Assistant Professor of Chemistry*
B.S., Pennsylvania State University; M.S., Ph.D., Ohio State University

WEI WEI CAI (1996) *Associate Professor of Elementary Education*
B.A., Beijing Teachers College; M.A., Bloomsburg University; Ed.D., Indiana University of Pennsylvania

AMANDA CAIN (2002) *Assistant Professor of Library – Cataloging*
B.A., Evergreen State College; M.L.S., University of Washington

GERARD A. CALLANAN (2001) *Associate Professor of Management*
B.A., Temple University; M.B.A., LaSalle University; Ph.D., Drexel University

SUSAN F. CAROFF (1995) *Associate Professor of Literacy*
B.A., University of Pittsburgh; M.Ed., The Citadel; Ph.D., Purdue University

LYNN CARSON (1991) *Associate Professor of Health*
B.A., Neumann College; M.S., St. Joseph's University; Ph.D., Temple University

LOUIS A. CASCIATO (1963) *Associate Professor of Earth Sciences*
B.S., St. Joseph's College (Pa.); M.S., Villanova University

GIOVANNI CASOTTI (1996) *Associate Professor of Biology*
B.A., Ph.D., Murdoch University (Australia)

KATHRYN S. CHILCOTE (1989) *Associate Professor of Applied Music*
B.A., M.M., University of the Pacific; D.M.A., University of Oregon

PAUL F. CHRIST (1994) *Associate Professor of Marketing*
B.B.A., M.B.A.; Temple University; Ph.D., Drexel University

HUNG M. CHU (1976) *Professor of Management*
B.S., St. Joseph's College (Ind.); M.B.A., Northern Illinois University; Ph.D., Louisiana State University

MELISSA CICHOWICZ (1986) *Director, Pre-Medical Program; Associate Professor of Chemistry*
B.S., St. Joseph's College; Ph.D., University of Maryland

BETHANN CINELLI (1987) *Assistant Chairperson, Department of Health; Professor*
B.S., Indiana University of Pennsylvania; M.Ed., Temple University; D.Ed., Pennsylvania State University

BARBARA CLEGHORN (1999) *Assistant Professor of Kinesiology*
B.S., West Chester University; M.S., Drexel University

FRANCES E. CLELAND (1994) *Assistant Chairperson, Department of Kinesiology; Associate Professor*
B.S., Purdue University; M.S., P.E.D., Indiana University

DARLA SPENCE COFFEY (1998) *Chairperson, Department of Social Work; Associate Professor*
B.S.W., Eastern College; M.S.W., University of Pennsylvania; Ph.D., Bryn Mawr College

JUANITA RODGERS COMFORT (2001) *Assistant Professor of English*
B.A., M.A., Old Dominion University; Ph.D., Ohio State University

KATHERINE A. CONROY (1983) *Assistant Professor of Nursing*
B.S., Rutgers—The State University; M.S., Boston University

IDNA CORBETT (1992) *Professor of Educational Services*
B.A., Goshen College; M.A., Michigan State University; Ed.D., Temple University

STANLEY J. CRAMER (2000) *Assistant Professor of Kinesiology*
B.S., M.S., West Chester University; Ph.D., Temple University

CARL CRANMER (2000) *Assistant Professor of Applied Music*
B.Mus., Oberlin Conservatory of Music; M.M., D.M.A., The Juilliard School

WALTER L. CRESSLER III (2001) *Assistant Professor of Library References*
B.A., Dartmouth College; M.S., Drexel University; M.Ed., Widener University; Ph.D., University of Pennsylvania

W. STEPHEN CRODDY (1969) *Professor of Philosophy*
B.A., University of Southern California; M.A., Temple University; Ph.D., Brown University

JUDITH A. CURTIN (2001) *Instructor of Communicative Disorders*
B.S., M.S., Marquette University

NEIL CURTIS (1993) *Associate Professor of Sports Medicine*
B.S., Boston University; M.S., University of Arizona; Ed.M., Ed.D., Columbia University

VIRGINIA M. DA COSTA (1998) *Associate Professor of Art*
B.A., State University of New York at Albany; M.A., California State University at Long Beach; Ph.D., University of California, Santa Barbara

DANIEL DARIGAN (1992) *Professor of Literacy*
B.S., M.S., Northern Illinois University; Ph.D., University of Oregon

LAWRENCE R. DAVIDSON (1989) *Professor of History*
B.A., Rutgers—The State University; M.A., Georgetown University; Ph.D., University of Alberta

KEVIN W. DEAN (1991) *Director, Honors Program; Professor of Communication Studies*
B.S., Bowling Green University; M.A., Miami University of Ohio; Ph.D., University of Maryland

ELI DEHOPE (2001) *Associate Professor of Social Work*
B.S.W., Temple University; M.A., University of Pennsylvania; M.Ed., West Chester University; Ph.D., University of Pennsylvania

PHILIP M. DeMOSS (1972) *Professor of Economics and Finance*
B.A., Park College; M.A., Ph.D., Kansas State University

DAVID P. DeVENNEY (1996) *Associate Professor of Vocal and Choral Music*
B.M., Iowa State University; M.M., University of Wisconsin–Madison; D.M.A., Conservatory of Music, University of Cincinnati

KATHLEEN DEVLIN-KELLY (1976) *Assistant Professor of Nursing*
B.S.N., Georgetown University; M.S.N., Boston University

CONNIE DILUCCHIO (2003) *Assistant Professor of Elementary Education*
B.S., M.E., Pennsylvania State University; Ed.D., University of Pennsylvania

ANDREW E. DINNIMAN (1972) *Professor of Educational Services*
B.A., University of Connecticut; M.A., University of Maryland; Ed.D., Pennsylvania State University

LISA DOHERTY (2003) *Instructor of Nursing*
B.S., West Chester University; B.S.N., Hawaii Pacific University; M.S.N., West Chester University

W. LARRY DORMINY (1972) *Associate Professor of Applied Music*
B.Mus., Jacksonville University; M.M., Florida State University; D.M., Indiana University

GEORGE PULLMAN DRAKE, JR. (1994) *Associate Professor of Early Childhood and Special Education*
B.S., West Virginia University; M.Ed., Trenton State College; Ph.D., University of Virginia

MARTHA DROBNAK (1992) *Chairperson, Department of Elementary Education; Professor*
B.A., Grove City College; M.Ed., University of Pittsburgh; Ed.D., Nova University

PHILLIP K. DUNCAN (1983) *Chairperson, Department of Psychology; Professor*
B.A., Wittenberg University; M.A., Western Michigan University; Ph.D., University of Florida

KEVIN C. DUNLEAVY (1979) *Assistant Professor of Economics and Finance*
B.A., University of Delaware; Ph.D., Duke University

T. OBINKARAM ECHEWA (1986) *Professor of English*
B.S., University of Notre Dame; M.S., Columbia University; M.A., University of Pennsylvania; Ph.D., Syracuse University

HOWARD EDELMAN (1981) *Assistant Professor of Computer Science*
B.S., City University of New York; M.S., University of Delaware

THOMAS EGAN (1968) *Director, Center for the Study of Connectivity and Databases; Professor of Educational Services*
B.S., M.Ed., West Chester University; Ed.D., University of Pennsylvania

LINDA ELLO (1999) *Assistant Professor of Graduate Social Work*
B.A., Pennsylvania State University; M.S., University of Iowa; Ph.D., Rutgers – The State University

PAUL R. EMMONS (1985) *Associate Professor of Library Services*
B. Mus., Lawrence University of Wisconsin; M.M., M.S., University of Illinois

RICHARD G. EPSTEIN (1991) *Professor of Computer Science*
B.A., George Washington University; M.S.E., University of Pennsylvania; Ph.D., Temple University

MARGARET ERVIN (2003) *Assistant Professor of English*
B.A., Harvard University; Ph.D., University at Albany, State University of New York

JORGE ESCORCIA (1968) *Associate Professor of Foreign Languages*
Lic., Universidad Pedagogica del Caribe; M.A., Boston University

CELIA ESPLUGAS (1990) *Associate Professor of Foreign Languages*
B.A., Teacher's College, Argentina; M.Ed., Bowling Green State University; Ph.D., University of Toledo

JAMES D. FABREY (1975) *Chairperson, Department of Computer Science; Professor*
A.B., Cornell University; Ph.D., Massachusetts Institute of Technology

G. WINFIELD FAIRCHILD (1983) *Professor of Biology*
B.A., Hamilton College; M.S., Ph.D., University of Michigan

JAMES S. FALCONE (1991) *Chairperson, Department of Chemistry; Assistant Professor*
B.S., University of Pennsylvania; Ph.D., University of Delaware

GEORGE FASIC (1988) *Assistant Professor of Geography and Planning*
B.S., Pennsylvania State University; M.S., Columbia University

JUDITH S. FINKEL (1968) *Chairperson, Department of Early Childhood and Special Education; Professor*
B.S., Temple University; M.Ed., West Chester University; Ph.D., Union Graduate School

FRANK E. FISH (1980) *Professor of Biology*
B.A., State University of New York at Oswego; M.S., Ph.D., Michigan State University

CYNTHIA G. FISHER (2000) *Associate Professor of Geology and Astronomy*
B.A., Augustana College; M.B.Sc., Ph.D., University of Colorado

ANDREA R. FISHMAN (1990) *Professor of English; Director, Pennsylvania Writing and Literature Projects*
B.A., Dickinson College; M.Ed., Shippensburg University; Ph.D., University of Pennsylvania

KAREN L. FITTS (2000) *Assistant Professor of English*
B.A., M.E., Northwestern State University; Ph.D., Texas Christian University

KEVIN FLANIGAN (2003) *Assistant Professor of Literacy*
B.A., Mary Washington College; M.E., James Madison University; M.E., Ph.D., University of Virginia

ROBERT P. FLETCHER (1992) *Assistant Chairperson, Department of English; Associate Professor*
B.A., University of California; M.A., Ph.D., University of California, Los Angeles

KEVIN E. FLYNN (1998) *Assistant Professor of Accounting*
M.S., Drexel University

ANITA K. FOEMAN (1991) *Professor of Communication Studies*
B.H., Defiance College; M.A., Ph.D., Temple University

CLAUDE R. FOSTER, JR. (1967) *Professor of History*
B.A., Eastern College; B.D., The Reformed Episcopal Seminary; M.A., University of Delaware; Th.M., Crozer Theological Seminary; Zeugnis fuer deutsche Sprache und Kultur, University of Freiburg; Ph.D., University of Pennsylvania

SANDRA FOWKES-GODEK (1991) *Associate Professor of Sports Medicine*
B.S., Pennsylvania State University; M.S., University of Colorado; Ph.D., Temple University

BONITA FREEMAN-WITTHOFT (1974) *Director, Ethnic Studies Institute; Associate Professor of Anthropology*
B.A., University of Maine; M.A., Ph.D., University of Pennsylvania

RAYMOND FRIDAY (1969) *Professor of Applied Music*
B.S., West Chester University; M.Mus., Oberlin College; Diploma, Academy of Vocal Arts; Ph.D., New York University

JONATHAN FRIEDMAN (2002) *Director, Holocaust and Genocide Studies Program; Associate Professor of History*
B.A., Kent State University; M.A., Ph.D., University of Maryland – College Park

BLAISE F. FROST (1989) *Associate Professor of Chemistry*
B.A., Yankton College; M.S., Ph.D., University of South Dakota

FRANK F. FRY, JR. (1993) *Associate Professor of Kinesiology*
B.S., West Chester University; M.Ed., Colorado State University; D.PE., Springfield College

JOHN R. GAARDER (1999) *Instructor of Applied Music*
B.M., University of Wisconsin - Madison; M.M., New England Conservatory of Music

ANGELO F. GADALETO (1986) *Chairperson, Department of Counseling and Educational Psychology; Professor*
B.A., Rider College; M.Ed., University of Delaware; Ph.D., University of Virginia

MARC GAGNE (1999) *Assistant Professor of Geology*
B.S., University of Montreal; Ph.D., University of Georgia

GLORIA GALANTE (1993) *Instructor of Applied Music*
B.S., West Chester University

CLYDE J. GALBRAITH (1974) *Chairperson, Department of Accounting; Assistant Professor*
B.S., M.B.A., Drexel University; C.P.A., Commonwealth of Pennsylvania

GAIL M. GALLITANO (1992) *Professor of Mathematics*
B.S., Monmouth College; M.S., Farleigh Dickinson University; M.A., M.Ed., Ed.D., Columbia University

ROBERT J. GALLOP (2001) *Assistant Professor of Mathematics*
B.S., Pennsylvania State University; M.S., Ph.D., Drexel University

SUSAN GANS (1997) *Assistant Professor of Psychology*
B.A., New York University; M.A., Ph.D., University of Chicago

CONSTANCE GARCIA-BARRIO (1990) *Associate Professor of Foreign Languages*
B.A., West Chester University; M.A., Temple University; Ph.D., University of Pennsylvania

EMILIA GAROFALO (2002) *Assistant Professor of Foreign Languages*
B.A., M.A., Ph.D., University of Pittsburgh

ROBIN GARRETT (1978) *Director, Women's Center; Assistant Professor of Nursing*
B.S.N., Case Western Reserve University; M.S.N., University of Pennsylvania

JOHN GAULT (1991) *Associate Professor of Marketing*
B.S., U.S. Naval Academy; M.B.A., University of Pennsylvania; Ph.D., Drexel University

KARIN E. GEDGE (1997) *Associate Professor of History*
B.A., Lake Forest College; M.A., State University of New York at Brockport; Ph.D., Yale University

JAMAL GHOROGHCHIAN (1986) *Professor of Chemistry*
B.S., University of Moshad (Iran); M.S., Ph.D., University of Southampton (U.K.)

ELIZABETH A. GIANGIULIO (1972) *Director, Career Development Center; Associate Professor of Educational Services*
B.S., West Chester University; M.Ed., University of Arizona

JAMES THOMAS GILL (1995) *Professor of Literacy*
B.A., Randolph Macon College; M.Ed., Ed.D., University of Virginia

PETER L. GLIDDEN (1995) *Associate Professor of Mathematics*
B.A., College of Wooster; M.A., Ph.D., Columbia University

JOSEPH J. GODEK III (1972) *Professor of Sports Medicine*
B.S., University of Delaware; M.S., West Chester University

DENNIS GODFREY (1987) *Associate Professor of English*
B.A., University of Northern Iowa; M.A., Ph.D., University of Michigan

STEVEN C. GOOD (1996) *Associate Professor of Geology*
B.A., Augustana College; M.A., Ph.D., University of Colorado

FELIX E. GOODSON (1998) *Associate Professor of Chemistry*
A.B., Princeton University; Ph.D., University of California, Berkeley

LISA GORDON (2004) *Instructor of Literacy*
B.S., University of Pittsburgh; M.Ed., Penn State University

MARLENE GOSS (1999) *Assistant Professor of Professional and Secondary Education*
B.A., M.Ed., Temple University; Ph.D., Walden University

RONALD L. GOUGHER (1969) *Associate Professor of Foreign Languages*
B.A., Muhlenberg College; M.A., Lehigh University

HENRY GRABB (1992) *Professor of Applied Music*
B.A., University of Central Florida; M.M., Northwestern University of Illinois; D.M., Florida State University

CHARLES W. GRASSEL (1968) *Associate Professor of Geography*
B.S., West Chester University; M.S., University of Pennsylvania

PAUL D. GREEN (1971) *Professor of English*
A.B., Temple University; A.M., Ph.D., Harvard University

JUDITH J. GREENAMYER (1988) *Chairperson, Department of Biology; Assistant Professor*
M.S., University of California; D.V.M., Ohio State University

ANITA GREENLEE (2001) *Assistant Chairperson, Deparment of Applied Music; Assistant Professor*
B.S., M.S., Juilliard School of Music

SCOTT C. GREENWOOD (2001) *Assistant Professor of Literacy*
B.A., M.Ed., Westminster College; Ed.D., Lehigh University

HARVEY C. GREISMAN (1979) *Professor of Sociology*
B.A., State University of New York at New Paltz; M.A., Ph.D., Syracuse University

SHIRLEY R. GRICE (1972) *Assistant Professor of Educational Services*
B.S., M.Ed., West Chester University; Ed.D., Temple University

SANDRA GROSS (1997) *Assistant Professor of Health*
B.S., M.S., North Dakota State University; Ph.D., Kansas State University

FRANK GROSSHANS (1975) *Professor of Mathematics*
B.S., University of Illinois; Ph.D., University of Chicago

CHARLES E. GROVE (1999) *Assistant Professor of Foreign Languages*
B.S., Slippery Rock University; M.S., Ph.D., University of Pittsburgh

CHERYL GUNTER (1999) *Associate Professor of Communicative Disorders*
B.A., University of Tennessee; M.A., Memphis State; Ph.D., University of Texas – Austin

SHIV K. GUPTA (1985) *Associate Professor of Mathematics*
B.S., M.S., Delhi University; M.S., University of Wisconsin; Ph.D., Case Western Reserve University

WILLIAM I. GUY (1974) *Instructor of Educational Services*
A.B., Temple University

PATRICIA L. GYSLING (1998) *Instructor of Mathematics*
B.A., Pennsylvania State University; M.A., University of Michigan

SUSAN STABLER HAAS (2002) *Instructor of Nursing*
B.S.N., M.S.N., Villanova University

CYNTHIA S. HAGGARD (1990) *Associate Professor of Professional and Secondary Education*
B.A., M.A., Ed. D., Indiana University

WAYNE HANLEY (2000) *Assistant Professor of History*
B.A., M.A., Central Missouri State University; Ph.D., University of Missouri

DAN HANNA (1998) *Instructor of Applied Music*
B.M.Ed., Temple University; M.M., University of Colorado

LINDA HANNA (2003) *Instructor of Elementary Education*
B.A., Immaculata College; M.A., Villanova University; Ed.D., Immaculata College

CHRIS L. HANNING (1995) *Associate Professor of Applied Music*
B.A., B.A., University of South Florida; M.M., University of Akron; D.M.A., University of Colorado

JOHN H. HANSON (2000) *Assistant Professor of English*
B.A., University of Liberia; M.A., Syracuse University; Ph.D., Florida State University

CHARLES A. HARDY III (1990) *Professor of History*
B.A., M.A., Ph.D., Temple University

JEFFREY E. HARRIS (1983) *Associate Professor of Health*
B.A., University of California, San Diego; D.H.Sc., M.P.H., Loma Linda University

YOKO HASHIMOTO-SINCLAIR (1969) *Professor of Theatre*
B.A., M.A., Aoyama Gakuin University (Japan); M.A., Ph.D., University of Michigan

JOHN G. HELION (1990) *Associate Professor of Kinesiology*
B.S., State University of New York; M.A., Ed.M., Ed.D., Columbia University

ANNE F. HERZOG (1993) *Associate Professor of English*
B.A., College of Holy Cross; M.A., Georgetown University; Ph.D., Rutgers – The State University

THOMAS J. HESTON (1975) *Professor of History*
A.B., Gettysburg College; M.A., Ph.D., Case Western Reserve University

WILLIAM L. HEWITT (1992) *Professor of History*
B.A., M.A., Adams State College; Ph.D., University of Wyoming

JANET S. HICKMAN (1992) *Professor of Nursing*
B.S.N., University of Bridgeport; M.S.N., Northern Illinois University; Ed.D., Temple University

CAROL J. HICKS (1999) *Assistant Professor of Social Work*
B.A., Lincoln University; M.S.W., Smith College

MARK HICKMAN (1998) *Assistant Professor of Communication Studies*
B.A., Marshall University; M.A., Miami University of Ohio

ALLAN B. HILL (1997) *Associate Professor of Educational Services*
B.A., M.A., Temple University; Ed.D., The Fielding Institute

MARGARET SCHIFF HILL (1990) *Assistant Professor of Art*
B.F.A., Kutztown University; M.F.A., Syracuse University

STEPHANIE L. HINSON (1992) *Assistant Chairperson, Department of Counseling and Educational Psychology; Associate Professor*
A.B., Princeton University; M.Ed., Ed.D., University of Virginia

FRANK HOFFMAN (1990) *Associate Professor of Philosophy*
A.B., University of Missouri; M.A., University of Hawaii; Ph.D., University of London

JOHN HOLINGJAK, JR. (1965) *Associate Professor of Professional and Secondary Education*
B.S., Kutztown University; Ed.M., Temple University

BELLE HOLLON (1987) *Associate Professor of Art*
B.F.A., Philadelphia College of Art; M.F.A., University of Wisconsin

AMY HOYLE (2001) *Assistant Professor of Elementary Education*
B.A., University of Michigan; M.A., Eastern Michigan University; Ph.D., University of North Carolina

YI-MING HSU (1975) *Chairperson, Department of Professional and Secondary Education; Professor*
B.A. National Taiwan University; M.A., University of Oregon; D.Ed., University of Georgia

LINDA HUFF (2002) *Assistant Professor of English*
B.A., Morgan State University; M.A., Ph.D., University of Pittsburgh

JOHN L. HYNES (1990) *Professor of Professional and Secondary Education*
B.A., State University of New York at Albany; M.A., State University of New York at Binghamton; Ph.D., State University of New York at Albany

CAROL ISAACSON-BRISELLI (1988) *Assistant Professor of Instrumental Music*
B.A., State University of New York; M.M., Temple University

KATHLEEN JACKSON (2002) *Assistant Professor of Mathematics*
B.S., West Chester State College; Ed.D., Temple University

JOANN JAWORKSI (2000) *Assistant Professor of Literacy*
B.A., Pennsylvania State University; M.Ed., Millersville University; Ph.D., State University of New York at Albany

TAMMY C. JAMES (1994) *Associate Professor of Health*
B.S., M.E., Ph.D., Kent State University

JANE E. JEFFREY (1991) *Associate Professor of English*
B.A., Memphis State; M.A., Ph.D., University of Iowa

ELAINE B. JENKS (1992) *Associate Professor of Communication Studies*
B.A., University of Maryland; M.A., Gannon University; Ph.D., Pennsylvania State University

ZHEN JIANG (2002) *Associate Professor of Computer Science*
B.S., Shanghai Jiaotong University; M.S., Nanjing University; Ph.D., Florida Atlantic University

CAROLYN CONSUELO JIMENEZ (1994) *Chairperson, Department of Sports Medicine; Associate Professor*
B.A., Colorado College; M.S., University of Arizona; Ph.D., Temple University

ALLEN H. JOHNSON (1974) *Associate Professor of Geology*
B.S., University of Illinois; M.S., University of Arizona; Ph.D., Case Western Reserve University

DEIDRE ANN JOHNSON (1991) *Associate Professor of English*
B.A., Knox College; M.A., Eastern Michigan; Ph.D., University of Minnesota

VANESSA K. JOHNSON (1999) *Assistant Professor of Psychology*
B.S., University of Washington, Seattle; M.A., Ph.D., University of California, Berkeley

CLIFFORD A. JOHNSTON (1992) *Associate Professor of Mathematics*
B.S.E., Mansfield University; M.A., Ph.D., Temple University

SUSAN L. JOHNSTON (2001) *Assistant Professor of Anthropology and Sociology*
B.A., University of Pennsylvania; B.S., Hahnemann University; Ph.D., University of Pennsylvania

JAMES A. JONES (1992) *Associate Professor of History*
B.S., M.A., Ph.D., University of Delaware

MILDRED C. JOYNER (1981) *Associate Professor of Social Work*
B.S.W., Central State University; M.S.W., Howard University

FRANK KADERABEK (1995) *Instructor of Applied Music*

SETH KAHN (2002) *Assistant Professor of English*
B.A., Wake Forest University; M.A., Florida State University; Ph.D., Syracuse University

WALLACE J. KAHN (1977) *Professor of Counseling and Educational Psychology*
B.S., Bloomsburg University; M.Ed., A.G.S., Ph.D., University of Maryland

ORHAN KARA (2003) *Assistant Professor of Economics and Finance*
B.A., University of Ankara; M.S., Ph.D., University of Wisconsin – Madison; Ph.D., University of Wisconsin – Milwaukee

BARBARA A. KAUFFMAN (1987) *Assistant Professor of Criminal Justice*
B.S., Pennsylvania State University; M.S., University of Pennsylvania; J.D., Temple University School of Law

JOHN J. KENNEDY (2001) *Assistant Professor of Political Science*
B.S., M.P.A., Kutztown University; Ph.D., Temple University

JANE KENNEY (2003) *Instructor of Counseling and Secondary Education*
B.A., Penn State University; M.A., Ohio State University; Ph.D., Temple University

SANDRA L. KERR (1994) *Associate Professor of Psychology*
B.A., Boston College; M.A., Ph.D., State University of New York at Stony Brook

JOHN J. KERRIGAN (1972) *Professor of Mathematics*
B.S., West Chester University; M.A., Villanova University; D.Ed., Temple University

JOHN A. KINSLOW (1998) *Associate Professor of Professional and Secondary Education*
B.A., Antioch University; M.Ed., Ph.D., Temple University

LISA A. KIRSCHENBAUM (1996) *Associate Professor of History*
A.B., Brown University; M.A., Ph.D., University of California, Berkeley

SHARON B. KLETZIEN (1991) *Chairperson, Department of Literacy; Professor*
B.A., West Texas State University; M.A., American University; Ph.D., Temple University

ROBERT M. KLINE (1991) *Associate Professor of Computer Science*
B.A., Millersville University; Ph.D., Washington University

TERRY KLINEFELTER (2000) *Assistant Professor of Applied Music*
B.S.Ed., M.M., West Chester University; M.M., Temple University

DENNIS R. KLINZING (1976) *Chairperson, Department of Communication Studies; Professor*
B.S., Clarion University; M.A., Ph.D., Pennsylvania State University

MAUREEN T. KNABB (1986) *Professor of Biology*
B.S., St. Joseph's University; Ph.D., University of Virginia

KAREN M. KOEHLER (1987) *Associate Professor of Kinesiology*
B.S., The King's College; M.A., Northern Michigan University; Ed.D., University of North Carolina-Greensboro

MAREILE A. KOENIG (1990) *Associate Professor of Communicative Disorders*
B.S., M.S., Southern Illinois University; Ph.D., University of Illinois

EDWARD KUBACHKA (2003) *Instructor of Kinesiology*
B.S., Penn State University; B.S., M.S., West Chester University

V. KRISHNA KUMAR (1977) *Professor of Psychology*
B.S., Osmania University (India); M.S., Indian Agricultural Research Institute; M.S., Ph.D., University of Wisconsin–Madison

ROBERT S. KURZINSKY (1970) *Assistant Professor of Professional and Secondary Education*
B.S., Bloomsburg University; M.Ed., West Chester University; Ed.D., Nova University

PETER T. KYPER (1987) *Professor of Educational Services*
B.A., University of Pittsburgh; Ph.D., Auburn University

JANET LACEY (2000) *Associate Professor of Health*
B.S., Simmons College; M.S., M.Ed., University of Massachusetts; Dr.P.H., University of North Carolina

WILLIAM LALICKER (1995) *Associate Professor of English*
B.A., Loyola Marymount University; M.A., Ph.D., University of Washington

MARGARETE J. LANDWEHR (1992) *Associate Professor of Foreign Languages*
B.S., Georgetown University; M.A., Ph.D., Harvard University

ELIZABETH LARSEN (1984) *Professor of English*
B.A., University of Minnesota; M.A., Ph.D., University of Wisconsin–Milwaukee

RANDALL E. LASALLE (1998) *Associate Professor of Accounting*
B.S., University of Delaware; M.S., University of Baltimore; Ph.D., Drexel University

KENNETH L. LAUDERMILCH (1968) *Professor of Applied Music*
B.S., Lebanon Valley College; M.Mus., New England Conservatory of Music; D.M.A., Catholic University of America

EVAN A. LEACH (1993) *Associate Professor of Management*
B.A., Pennsylvania State University; M.A., West Chester University; M.A., Ph.D., Yale University

HERBERT LEE (1968) *Chairperson, Department of Educational Services; Associate Professor*
B.S., M.Ed., West Chester University

THOMAS J. LEGG (2000) *Assistant Professor of History*
B.A., State University of New York at Cortland; M.A., State University of New York at Brockport; Ph.D., College of William and Mary

PATRICIA LENKOWSKI (1995) *Assistant Professor of Library Services*
B.A., Glassboro State College; M.S., Drexel University; M.Ed., Widener University

MONICA P. LEPORE (1983) *Professor of Kinesiology*
B.S., College of Mount Saint Vincent; M.S., University of Wisconsin; Ed.D., New York University

DAVID G. LEVASSEUR (1997) *Associate Professor of Communication Studies*
B.A., M.A., University of Maryland–College Park; Ph.D., University of Kansas

JAMES P. LEWANDOWSKI (1991) *Professor of Geography and Planning*
B.A., M.A., University of Toledo; Ph.D., Ohio State University

AMY J. LIU (2002) *Assistant Professor of Geography*
B.S., Stanford University; M.S., University of Houston – University Park; Ph.D., University of Cincinnati

PETER H. LOEDEL (1996) *Chairperson, Department of Political Science; Associate Professor*
B.A., B.A., M.A., Ph.D., University of California, Santa Barbara

EDWARD J. LORDAN (2001) *Assistant Professor of Communication Studies*
B.A., West Chester University; M.A., Temple University; Ph.D., Syracuse University

HENRY R. LOUSTAU (1999) *Assistant Professor of Art*
B.A., Dartmouth College; M.F.A., University of Illinois – Urbana-Champaign

PATRICK W. LUCK (1973) *Associate Professor of Sociology*
B.A., University of Vermont; M.A., Ph.D., University of Connecticut

COLLEEN T. LUDEKER (1990) *Associate Professor of Music Education*
B.M.E., Indiana University of Pennsylvania; M.M., DePauw University; Ed.D., West Virginia University

TIMOTHY LUTZ (1998) *Associate Professor of Geology*
B.A., Wesleyan University; Ph.D., University of Pennsylvania

GLENN LYONS (1984) *Assistant Professor of Applied Music*
B.A., Harpur College; M. Mus., Peabody Conservatory of Music of Johns Hopkins University

CHARLOTTE MACKEY (1998) *Associate Professor of Nursing*
B.S.N., Eastern College; M.S.N., D.Ed., Widener University

RODNEY MADER (1999) *Assistant Professor of English*
B.A., Ph.D., Temple University

ROBERT C. MAGGIO (1991) *Chairperson, Department of Music Theory and Composition; Professor*
B.A., Yale University; M.A., Ph.D., University of Pennsylvania

MARY ANN O. MAGGITTI (1970) *Professor of Early Childhood and Special Education*
B.A., Emannuel College; M.S., Central Connecticut State College; Ph.D., Temple University

DEBORAH MAHLSTEDT (1988) *Professor of Psychology*
B.S., State University of New York at Rockport; M.Ed., Ph.D., Temple University

PAUL L. MALTBY (1991) *Professor of English*
B.A., Thames Polytechnic; M.A., London University; Ph.D., Sussex University

LISA E. MARANO (2002) *Assistant Professor of Mathematics*
B.A., Rider University; M.S., Ph.D., Lehigh University

ROBERT J. MARBACH (1976) *Professor of Political Science*
B.A., La Salle University; M.A., Ph.D., Temple University

STEPHEN MARVIN (2000) *Assistant Professor of Library Services in References*
B.A., State University of New York; M.L.S., Syracuse University

THOMAS M. MASTRILLI (1995) *Associate Professor of Professional and Secondary Education*
B.S., M.Ed., Pennsylvania State University; Ed.D., University of Pittsburgh

EDWARD M. MATEJKOVIC (1995) *Athletic Director; Chairperson, Department of Athletics; Professor*
B.S., M.Ed., West Chester University; Ed.D., Temple University

CHRISTINE A. MATUS (1999) *Instructor of Mathematics*
B.S., M.A., West Chester University

SUNITA MAYOR (2000) *Assistant Professor of Literacy*
B.A., University of Calcutta; B.Ed., University of Rohtak; M.Ed., Xavier University; Ed.D., University of Cincinnati

GUSTAVE N. MBUY (1985) *Associate Professor of Biology*
B.A., University of California; M.M., Ph.D., University of Cincinnati

CHERYL B. McCARTHY (2000) *Assistant Professor of Early Childhood and Special Education*
B.A., M.S., Purdue University; Ph.D., State University of New York at Buffalo

KRISTEN A. McCASKEY (2001) *Assistant Professor of Music Education*
B.S., Millersville University; M.Ed., Shippensburg University

CHRISTINA W. McCAWLEY (1971) *Associate Professor of Library Services*
B.A., Ohio Wesleyan University; M.S.L.S., Catholic University of America; Ph.D., Drexel University

DOUGLAS McCONATHA (1988) *Professor of Sociology*
B.S., University of Alabama; M.A., University of Atlanta; Ph.D., University of Utah; M.P.H., Yale University

JASMIN T. McCONATHA (1990) *Professor of Psychology*
B.A., University of Utah; M.S., Jacksonville State University; Ph.D., University of Georgia

ANN McFARLAND (1999) *Assistant Professor of Music Education*
B.M., Susquehanna University; M.Mus., Temple University

CHARLES H. McGEE (1987) *Chairperson, Department of Management; Associate Professor*
B.A., University of California, Santa Barbara; M.A., University of Southern California; Ph.D., Northwestern University

VICKI A. McGINLEY (1997) *Associate Professor of Early Childhood and Special Education*
B.A., University of Pittsburgh; M.A., Ph.D., Temple University

RANDOLPH T. McVEY (1999) *Assistant Professor of Criminal Justice*
B.S., Pennsylvania State University; M.A., Ph.D., Sam Houston State University

JAMES E. McVOY (1979) *Professor of Music Theory and Composition*
B.M., Syracuse University; M.M., Ph.D., Eastman School of Music

JENNIFER MEANS (2003) *Instructor of Communicative Disorders*
B.S.Ed., M.A., West Chester University; D.S.L.P., Nova Southeastern University

SHERI A. MELTON (1998) *Assistant Chairperson, Department of Kinesiology; Associate Professor*
B.A., Loyola University; M.Ed., University of New Orleans; Ph.D., Louisiana State University

OWEN METCALF (1989) *Assistant Professor of Applied Music*
B.M., M.M., University of Colorado; D.M., Indiana University

CHERYL L. MICHEAU (1990) *Associate Professor of English*
B.S.Ed., Millersville University; M.A, Middlebury College; M.A., University of Pittsburgh; Ph.D., University of Pennsylvania

ELAINE R. MILITO (1981) *Professor of Computer Science*
B.S., State University of New York at Stony Brook; M.A., City University of New York, Queens College; Ph.D., Pennsylvania State University

LISA MILLHOUS (1999) *Assistant Professor of Communication Studies*
B.A., Macalester College; M.A., Ph.D., University of Minnesota

FRANK E. MILLIMAN (1960) *Assistant Chairperson, Department of Mathematics; Associate Professor*
B.N.S., College of Holy Cross; A.B., Hobart College; A.M., Columbia University

DUANE D. MILNE (1999) *Director, M.S.A., Program; Assistant Professor of Political Science*
B.A., College of William and Mary; Ph.D., University of Delaware

GARRETT G. MOLHOLT (1987) *Professor of English*
B.A., M.A., M.A., Ph.D., University of Wisconsin–Madison

ROBERT MOMYER (1986) *Assistant Professor of Instructional Media*
B.S., Philadelphia College of Art; M.Ed., Lehigh University

CECILY MOON (2001) *Assistant Professor of Art*
B.F.A., Mount Allison Univesity; M.F.A., Long Island University

EDMUNDO MORALES (1989) *Chairperson, Department of Anthropology and Sociology; Professor*
B.A., Richmond College; M.A., New York University; Ph.D., City University of New York

MICHAEL J. MORAN (1981) *Assistant Chairperson, Department of Chemistry; Professor*
B.S., St. Joseph's College; Ph.D., University of Pennsylvania

JOAN MARY MORGAN (2000) *Instructor of Theatre*
R.N., General Nursing Council for England and Wales; B.F.A., Brandeis University

PAUL MORGAN (1999) *Assistant Chairperson, Department of Professional and Secondary Education; Assistant Professor*
B.A., University of Illinois; Ph.D., Columbia University

TANYA MORGAN (2000) *Assistant Professor of Health*
B.A., M.S., University of Arkansas; Ph.D., University of North Carolina

WALENA C. MORSE (1968) *Professor of Psychology*
A.B., Duke University; M.A., Ph.D., Bryn Mawr College

ANNE-MARIE L. MOSCATELLI (1991) *Assistant Chairperson, Department of Foreign Languages; Associate Professor*
B.A., Fordham University; M.A., Ph.D., Bryn Mawr College

JOSEPH G. MOSER (1966) *Associate Professor of Mathematics*
B.S., Rose Polytechnic Institute; M.S., Purdue University

JAMES L. MURPHY (1998) *Assistant Professor of Theatre*
B.A., Potsdam College; M.F.A., Yale University

STERLING E. MURRAY (1972) *Chairperson, Department of Music History and Literature; Professor*
B.Mus., University of Maryland; A.M., Ph.D., University of Michigan

ROGER W. MUSTALISH (1978) *Chairperson, Department of Health; Professor*
A.B., University of Pennsylvania; M.S., Michigan State University; M.P.H., Ph.D., University of Minnesota

KOSTAS MYRSIADES (1969) *Professor of English*
B.A., University of Iowa; M.A., Ph.D., Indiana University

LINDA S. MYRSIADES (1990) *Professor of English*
B.A., Beaver College; M.A., Ph.D., Indiana University

ALI NAGGAR (1977) *Professor of Accounting*
B.Com., Cairo University; M.B.A., Long Island University; Ph.D., University of Oklahoma

TAHANY NAGGAR (1977) *Professor of Economics and Finance*
B.Com., Rigadh University; M.A., Long Island University; Ph.D., University of Oklahoma

CAROL M. NAPIERKOWSKI (1989) *Associate Professor of Counseling and Educational Psychology*
B.A., Temple University; M.A., Villanova University; Ph.D., University of Connecticut

REGINALD NEALY (1986) *Assistant Professor of Criminal Justice*
A.A., Pennsylvania State Police Academy; B.S., Pennsylvania State University; M.S., Lincoln University

LARRY A. NELSON (1971) *Professor of Music Theory and Composition*
B.Mus., University of Denver; M.Mus., Southern Illinois University; Ph.D., Michigan State University

PAULA NELSON (1998) *Instructor of Applied Music*
B.A., University of Maryland; M.M., D.M.A., University of North Texas

PATRICIA A. NESTER (1984) *Assistant Professor of Nursing*
B.S.N., M.S.N., Medical School of Georgia; Diploma in Nursing, Gastonia Memorial Hospital

JANA L. NESTLERODE (1986) *Chairperson, Department of Criminal Justice; Professor*
B.A., Pennsylvania State University; J.D., Widener University

JOHN T. NEWCOMB (1990) *Associate Professor of English*
A.B., Davidson College; M.A., Ph.D., Duke University

SARA E. NEWELL (1989) *Associate Professor of Communication Studies*
A.A., Clark College; B.A., Western Washington University; M.S., University of Wyoming; Ph.D., University of Utah

ANTHONY J. NICASTRO (1990) *Chairperson, Department of Physics; Associate Professor*
B.S., M.S., Ph.D., University of Delaware

VIOREL NITICA (2001) *Assistant Professor of Mathematics*
B.S., M.S., Univesity of Bucharest; Ph.D., Pennsylvania State University

KAREN NOLAN (2001) *Assistant Professor of Literacy*
B.A., Grove City College; M.Ed., West Chester University; Ed.D., University of Pennsylvania

ELIZABETH NOLLEN (1986) *Instructor of English*
B.A., Ohio University; M.A., Ph.D., Indiana University

ISAAC B. NORRIS (1986) *Director, Professional Studies; Instructor of Educational Services*
B.S., West Chester University; M.A., University of Maryland

KATHERINE NORTHROP (1999) *Assistant Professor of English*
B.A., University of Pennsylvania; M.F.A., University of Iowa

ROBERT P. NYE (1968) *Professor of Health*
A.B., Gettysburg College; M.Ed., West Chester University; Ed.D., Temple University

PETER OEHLERS (2004) *Assistant Professor of Accounting*
B.S., Rowan University; M.B.A., Drexel University; D.B.A., Louisiana Tech University

JULIAN ONDERDONK (2001) *Assistant Professor of Music History*
B.A., Bowdoin College; M.A., Ph.D., New York University

GWENELLE S. O'NEAL (1998) *Associate Professor of Graduate Social Work*
B.A., Spelman College; M.S.W., New York University; D.S.W., Columbia University

BRIAN F. O'NEILL (1998) *Associate Professor of Criminal Justice*
B.A., University of Pittsburgh; M.S.W., Marywood College; Ph.D., City University of New York

C. JACK ORR (1986) *Professor of Communication Studies*
B.A., Messiah College; B.D., Eastern Baptist Theological Seminary; M.A., Northwestern University; Ph.D., Temple University

MARGARET OTTLEY (2001) *Assistant Professor of Kinesiology*
B.A., Spelman College; M.Ed., Ph.D., New York University

SHARON OWENS (1999) *Assistant Professor of Graduate Social Work*
B.A., Alabama A & M University; M.S.W., University of Alabama, Tuscaloosa; Ph.D., Clark Atlanta University

RICHARD D. PARSONS (1990) *Professor of Counseling and Educational Psychology*
B.A., Villanova University; M.A., Ph.D., Temple University

MICHELLE PATRICK (2003) *Associate Professor of Marketing*
B.S.B.A., M.B.A., Youngstown State University; Ph.D., Kent State University

FREDERICK R. PATTON (1981) *Assistant Chairperson, Department of Foreign Languages; Professor*
B.A., M.Ed., Temple University; M.A., Ph.D., University of Pennsylvania

MARTIN PATWELL (1994) *Associate Professor of Educational Services*
B.A., Manhattan College; M.S., Marist College; Ed.D., Boston University

PETER PAULSEN (1989) *Instructor of Applied Music*
B.M., West Chester University

REBECCA PAULY (1987) *Professor of Foreign Languages*
B.A., Smith College; M.A., University of California, Berkeley; D.M.L., Middlebury College

MICHAEL V. PEARSON (1988) *Associate Professor of Communication Studies*
B.A., Iona College; M.A., William Patterson College; Ph.D., Temple University

MICHAEL A. PEICH (1968) *Professor of English*
B.A., Wartburg College; M.A., University of Pennsylvania

ROBERT A. PELOSO (1993) *Instructor of Computer Science*
B.E.S., Johns Hopkins University; M.S., Carnegie Mellon University

ROBERT E. PENNINGTON (1966) *Professor of Applied Music*
B.Mus., M.Mus., D.Mus., Northwestern University

CHRISTIAN V. PENNY (2002) *Assistant Professor of Professional and Secondary Education*
B.S., Lock Haven University; M.Ed., East Stroudsburg University; Ph.D., Pennsylvania State University

JULIE A. PERONE (1990) *Assistant Professor of Counseling*
B.S., M.A., M.P.A., Ohio State University; Ph.D., University of Maryland

G. KING PERRY (1983) *Instructor of Computer Science*
B.S., M.Ed., Bloomsburg University

MERRY G. PERRY (2002) *Assistant Professor of English*
B.S., M.A., Ph.D., University of South Florida

W. BENNETT PETERS (1973) *Professor of History*
B.A., Pomona College; M.A., California State University, San Francisco; Ph.D., University of California, Santa Barbara

KATHRYN L. PETTUS (2003) *Instructor of Elementary Education*
B.A., Virginia State University; M.A., University of Illinois; M.A., University of Illinois at Urbana–Champaign

PATRICIA A. PFLIEGER (1988) *Assistant Professor of English*
B.A., University of Missouri; M.A., Eastern Michigan University; Ph.D., University of Minnesota

JASON PHILLIPS (1999) *Assistant Professor of Marketing*
B.S., Pennsylvania State University; M.B.A., Texas A & M University; Ph.D., Pennsylvania State University

JANE T. PIPPART-BROWN (1987) *Chairperson, Department of Music Education; Assistant Professor*
B.S., West Chester University; M.Ed., Holy Names College

THOMAS W. PLATT (1968) *Chairperson, Department of Philosophy; Professor*
B.A., Washington and Jefferson College; M.A., University of Pittsburgh; Ph.D., University of Pennsylvania

JOAN POLKA (1990) *Assistant Professor of Counseling Services*
B.A., Holy Family College; M.A., West Chester University

EDWARD I. POLLAK (1977) *Professor of Psychology*
B.A., State University of New York at Binghamton; M.A., Ph.D., University of Connecticut

CHERISE POLLARD (1999) *Assistant Professor of English*
B.A., Rutgers – The State University; M.A., Ph.D., University of Pittsburgh

YURY POLSKY (1989) *Associate Professor of Political Science*
B.A., M.A., University of Moscow; Ph.D., University of Michigan

RUTH PORRITT (1991) *Associate Professor of Philosophy*
B.A., John Carroll University; Ph.D., Purdue University

JACK PORTER (1968) *Professor of Psychology*
B.S., M.Ed., Ed.D., Temple University

LOUIS H. PORTER (1974) *Professor of Psychology*
B.A., Ohio University; M.A., Ph.D., Howard University

CATHERINE M. PRUDHOE (1992) *Assistant Chairperson, Department of Early Childhood and Special Education; Associate Professor*
B.S., M.S., Pennsylvania State University; Ph.D., University of Delaware

CATHY HUAQING QI (2001) *Assistant Professor of Early Childhood and Special Education*
M.Ed., Belmont University; M.Ed., Ph.D., Vanderbilt University

CAROL A. RADICH (1972) *Professor of Elementary Education*
B.A., Glassboro State College; M.Ed., Ph.D., University of Maryland

DENIS RAIHALL (1999) *Assistant Professor of Economics and Finance*
B.A., Bethany College; M.B.A., University of Pittsburgh; Ph.D., Pennsylvania State University

GEETHA RAMANATHAN (1987) *Director, Women's Studies Program; Professor of English*
M.A., University of Bombay; A.M., University of Illinois; Ph.D., University of Illinois at Urbana–Champaign

J. WESLEY RANCK (1999) *Instructor of Kinesiology*
B.S., M.S., West Chester University

JUDITH D. RAY (1978) *Assistant Professor of Kinesiology*
A.B.E. of Harris Teachers College; M.A.Ed., Washington University; Ph.D., University of Minnesota

TIMOTHY RAY (2003) *Assistant Professor of English*
B.A., M.A., University of Central Oklahoma; Ph.D., Bowling Green State University

JOHN T. REDINGTON (1992) *Chairperson, Department of Marketing; Associate Professor*
B.S., M.B.A., Temple University; Ph.D., Pennsylvania State University

THOMAS G. REED (1967) *Assistant Professor of Communication Studies*
B.S., West Chester University; Ph.D., Union of Experimental Colleges and Universities

HELEN G. REID (1975) *Associate Professor of Chemistry*
B.A., B.S., Texas Woman's University; Ph.D., University of New Orleans

MARTIN S. REMLAND (1991) *Associate Professor of Communication Studies*
B.A., Western Illinois University; M.A., Central Michigan University; Ph.D., Southern Illinois University

ARLENE C. RENGERT (1976) *Professor of Geography and Planning*
A.B., Indiana University; M.A., Ohio State University; Ph.D., University of Pennsylvania

MICHAEL J. RENNER (1992) *Professor of Psychology*
B.A., Boise State University; M.S., University of Oklahoma; Ph.D., University of California, Berkeley

JOEL M. RESSNER (1984) *Associate Professor of Chemistry*
B.S., Lehigh University; M.Sc., University of Sussex; Ph.D., Lehigh University

JANE RICHTER (1986) *Assistant Professor of Applied Music*
B.S., M.M., Temple University; D.M.A., Combs College

RANDALL H. RIEGER (2000) *Associate Professor of Mathematics*
B.A., Bowdoin College; M.S., Ph.D., University of North Carolina

LORETTA RIESER-DANNER (1997) *Assistant Professor of Psychology*
B.S., Pennsylvania State University; Ph.D., University of Texas at Austin

GREGORY E. RILEY (2002) *Assistant Professor of Applied Music*
B.S., University of Alabama; M.M., University of Missouri – Kansas City; D.M.A., University of Southern California

MARK T. RIMPLE (2000) *Assistant Professor of Music Theory and Composition*
B.Mus., University of the Arts; M.Mus., D.M.A., Temple University

RALPH RODRIGUEZ (1999) *Assistant Professor of Management*
B.S., Philadelphia College of Bible; M.B.A., Johnson School, Cornell University; Ph.D., Temple University

BEATRICE ROLLAND (2004) *Assistant Professor of Accounting*
B.S., M.B.A., Temple University

WILLIAM D. ROSENZWEIG (1989) *Assistant Professor of Biology*
B.S., St. John's University; M.S., Long Island University; Ph.D., New York University

SALLY A. ROSS (1988) *Associate Professor of Social Work*
B.A., Central State University; M.S.W., University of Pennsylvania

JOHN P. ROSSO (1998) *Instructor of Foreign Languages*
B.A., Haverford College; M.A., University of Pennsylvania

HARVEY ROVINE (1992) *Professor of Theatre Arts*
B.S., Towson State University; M.A., University of Central Florida; Ph.D., University of Illinois

ALEXANDER ROZIN (2002) *Assistant Professor of Music Theory and Composition*
B.A., University of California at Berkeley; Ph.D., University of Pennsylvania

NANCY J. RUMFIELD (1986) *Associate Professor of Art*
B.F.A., Moore College of Art; M.S., West Chester University; Ph.D., Nova Southeastern University

ELBERT M. SADDLER (1985) *Associate Professor of Counseling Center*
A.B., Rutgers – The State University; M.Ed., Ph.D., Temple University

JANE WESTON SADDORIS (1971) *Instructor of Theatre*
B.S., West Chester University; M.A. in Education, Villanova University

MICHEL H. SAGE (1994) *Associate Professor of Foreign Languages*
M.A., San Diego University; Ph.D., University of California, Berkeley

DONNA R. SANDERSON (2001) *Assistant Professor of Elementary Education*
B.S., James Madison University; M.S., Widener University; Ed.D., University of Pennsylvania

BHIM SANDHU (1978) *Associate Professor of Political Science*
B.A., Punjab University (India); M.A., University of Texas; Ph.D., University of Missouri

GOPAL SANKARAN (1989) *Professor of Health*
B.S., M.B., Maulanaazad Medical College (India); M.D., All India Institute of Medical Sciences; M.P.H., Dr. P.H., University of California, Berkeley

FRANK SAUERS (1986) *Instructor of English*
B.A., Villanova University; M.A., Purdue University; Ph.D., University of Colorado

JUDITH A. SCHEFFLER (1985) *Assistant Chairperson, Department of English; Professor*
A.B., Muhlenburg College; M.A., Purdue University; M.A., Ph.D., University of Pennsylvania

ROBERTA L. SCHINI (2001) *Assistant Professor of Economics and Finance*
B.S., Virginia Commonwealth University; M.A., Ph.D., University of Pennsylvania

CHERYL SCHLAMB (2002) *Instructor of Nursing*
B.S., University of Pittsburgh; M.S.N., University of Pennsylvania

STACEY SCHLAU (1985) *Professor of Foreign Languages*
B.A., M.A., Queens College; Ph.D., City University of New York

LISELOTTE M. SCHMIDT (1970) *Professor of Music History and Literature*
B.Mus., Converse College; M.A., New York University; M.Mus., Manhattan School of Music; Ed.D., Columbia University; Fulbright Scholar (University of Munich, Germany, 1957-58)

FRAUKE I. SCHNELL (1992) *Associate Professor of Political Science*
B.A., University of Tuebingen, Germany; M.A., Ph.D., State University of New York at Stony Brook

R. GERALD SCHOELKOPF (1969) *Chairperson, Department of Library Services; Assistant Professor*
B.A., Villanova University; M.S.L.S., McGill University

RANI G. SELVANATHAN (1986) *Associate Professor of Management*
B.S., M.S., Ph.D., University of Delhi (India); Ph.D., University of Paris

GUS V. SERMAS (1971) *Professor of Art*
B.A., Baylor University; B.F.A., B.S., University of Texas; M.F.A., University of Wisconsin

LEIGH S. SHAFFER (1980) *Professor of Anthropology and Sociology*
B.S., M.S., Wichita State University; Ph.D., Pennsylvania State University

MAURA J. SHEEHAN (1980) *Professor of Health*
B.S., Lowell Technological Institute; M.S., University of Lowell; Sc.D., University of Pittsburgh

ELEANOR F. SHEVLIN (2001) *Assistant Professor of English*
A.B., Georgetown University; M.A., Ph.D., University of Maryland

CHARLES V. SHORTEN (1989) *Professor of Health*
B.S., M.S., Virginia Polytechnic Institute and State University; Ph.D., Clemson University

DAVID I. SIEGEL (1990) *Associate Professor of Social Work*
B.A., Brooklyn College; M.S.W., University of Michigan; D.S.W., Columbia University

HAROLD L. SKELTON (1968) *Associate Professor of Physics*
B.S., Case Institute of Technology; M.S., Ph.D., University of Delaware

SUSAN C. SLANINKA (1975) *Assistant Chairperson, Department of Nursing; Professor*
B.S.N., Villanova University; M.S.N., University of Pennsylvania; Ed.D., Temple University

FRANCES A. SLOSTAD (1996) *Assistant Chairperson, Department of Elementary Education; Associate Professor*
B.S., West Chester University; M.A., Villanova University; Ed.D., Immaculata College

LESLIE B. SLUSHER (1991) *Professor of Biology*
B.S., North Carolina State University; Ph.D., Pennsylvania State University

ARTHUR R. SMITH (1984) *Associate Professor of Geology and Astronomy*
A.B., M.S., Ed.D., University of Pennsylvania

CARL M. SMITH (1971) *Assistant Professor of Accounting*
B.B.A., M.B.A., Temple University; C.P.A., Commonwealth of Pennsylvania

LUANNE SMITH (1989) *Associate Professor of English*
B.A., University of Kentucky; M.A., Murray State University; M.F.A., Pennsylvania State University

PAUL K. SMITH (1985) *Associate Professor of Kinesiology*
B.S., M.S., Florida State University; Ph.D., Southern Illinois University

THOMAS H. SMITH (2002) *Assistant Professor of Mathematics*
B.S., St. Joseph's University; Ed.M., West Chester University; Ed.D., Temple University

ROBERTA SNOW (1989) *Professor of Management*
B.A., M.A., Syracuse University; Ph.D., University of Pennsylvania

CAROLYN SORISIO (1999) *Assistant Professor of English*
B.A., Pennsylvania State University; M.A., Ph.D., Temple University

ALICE J. SPEH (1989) *Director, Liberal Studies Program; Associate Professor of Foreign Languages*
A.B., Brown University; M.A., Ph.D., Bryn Mawr College

LYNN KELL SPRADLIN (1995) *Associate Professor of Counseling and Educational Psychology*
B.A., University of Kentucky; M.Ed., Ed.D., University of Louisville

DAVID A. SPRENKLE (1987) *Chairperson, Department of Vocal and Choral Music; Associate Professor*
B.S., M.M., West Chester University; D.M.A., University of Maryland

ELIZABETH LEEANN SROGI (1991) *Professor of Geology and Astronomy*
B.S., Yale University; Ph.D., University of Pennsylvania

TIMOTHY K. STARN (1996) *Assistant Professor of Chemistry*
B.S., Ph.D., Indiana University

W. CRAIG STEVENS (1992) *Assistant Chairperson, Department of Kinesiology; Associate Professor*
B.A., Johns Hopkins University; M.S., Springfield College; Ph.D., Temple University

LINDA S. STEVENSON (2002) *Assistant Professor of Political Science*
B.A., College of Wooster; M.A., Ph.D., University of Pittsburgh

JOHN STOLAR (1988) *Professor of Geology and Astronomy*
B.S., Shippensburg University; M.Ed., West Chester University; Ed.D., Pennsylvania State University

PAUL STOLLER (1980) *Professor of Anthropology and Sociology*
B.A., University of Pittsburgh; M.S., Georgetown University; Ph.D., University of Texas at Austin

ANN COGHLAN STOWE (1984) *Chairperson, Department of Nursing; Assistant Professor*
B.S.N., M.S.N., University of Pennsylvania; Diploma in Nursing, Thomas Jefferson University; D.N.Sc., Widener University

FREDERICK R. STRUCKMEYER (1966) *Professor of Philosophy*
B.A., King's College (N.Y.); A.M., Ph.D., Boston University

ELENA F. STUART (1977) *Chairperson, Department of Communicative Disorders; Assistant Professor*
B.A., Emerson College; M.S., Purdue University

GRETCHEN STUDLIEN-WEBB (1999) *Assistant Professor of Dance*
B.F.A., Ohio State University; M.F.A., Temple University

RICHARD H. SWAIN (1994) *Director of Library Services; Associate Professor*
B.A., Oakland University; M.Phil., M.A., Yale University; A.M.L.S., University of Michigan

ROBERT J. SZABO (1974) *Associate Professor of Literacy*
B.S., Kutztown University; M.Ed., Ed.D., Lehigh University

WACLAW SZYMANSKI (1985) *Professor of Mathematics*
M.A., Jagiellonian University (Poland); Ph.D., D.Sc., Polish Academy of Sciences

JOHN C. TACHOVSKY (1970) *Professor of Geography*
B.S., M.Ed., West Chester University; Ph.D., University of Cincinnati

LIN TAN (1989) *Professor of Mathematics*
B.S., M.A., Zhejian University; M.S., Ph.D., University of California, Los Angeles

CHRISTOPHER J. TEUTSCH (1989) *Associate Professor of English*
M.A., Jagiellonian University (Poland); Ph.D., University of Wisconsin–Milwaukee

LaTONYA THAMES-LEONARD (2001) *Assistant Professor of History*
B.A., Tougaloo College; M.A., University of Mississippi

CHRISTINE THOMAS (1999) *Assistant Professor of Nursing*
B.S.N., Allentown College of St. Francis; M.S.N., Indiana University of Pennsylvania

DIANA P. THOMAS (1995) *Professor of Library Services*
B.A., University of Maryland, M.B.A., Cornell University; M.A., University of Chicago

WESLEY W. THOMAS (1979) *Professor of Management*
B.S., University of Maine; M.S., West Chester University; Ph.D., University of Cincinnati

PHILIP A. THOMPSEN (1997) *Associate Professor of Communication Studies*
B.S., Northern Arizona University; M.S., University of Southwestern Louisiana; Ph.D., University of Utah

BRENT WESLEY THOMPSON (2001) *Assistant Professor of Nursing*
B.S.N., M.S., University of Delaware; D.N.Sc., Widener University

HARRY TIEBOUT III (1992) *Professor of Biology*
B.A., University of Illinois; Ph.D., University of Florida

VICTORIA TISCHIO (1998) *Associate Professor of English*
B.S., M.A., Southern Connecticut State University; Ph.D., State University of New York at Albany

THOMAS W. TOLIN (1992) *Assistant Professor of Economics and Finance*
B.A., University of Southwestern Louisiana; Ph.D., University of Houston

SANDRA M. TOMKOWICZ (1993) *Director, Pre-Law Program; Associate Professor of Marketing (Legal Studies)*
B.S., La Salle University; J.D., University of Pennsylvania

JOHN R. TOWNSEND (1998) *Associate Professor of Chemistry*
B.A., University of Delaware; M.S., Ph.D., Cornell University

THOMAS H. TOWNSEND (1999) *Instructor of Computer Science*
B.A., Oberlin College; M.Sc., West Chester University; M.Sc., Ph.D., Purdue University

THOMAS TREADWELL (1968) *Professor of Psychology*
B.A., Morris Harvey College; M.S., University of Bridgeport; Moreno Institute, New York (Certified Psychodramatist, T.E.P.); Ed.D., Temple University

C. JAMES TROTMAN (1979) *Professor of English*
B.A., M.Ed., Pennsylvania State University; Ed.D., Columbia University

MICHELLE L. TUCKER (1988) *Assistant Professor of Nursing*
B.S., Michigan State University; M.S.N., University of Michigan

DONNA L. USHER (1991) *Associate Professor of Art*
B.F.A., B.S., Moore College of Art; M.F.A., University of Delaware

MARIA VAN LIEW (1998) *Associate Professor of Foreign Languages*
B.A., Clark University; Ph.D., University of California, San Diego

ANDREA VARRICCHIO (1986) *Associate Professor of Foreign Languages*
B.A., Chestnut Hill College; M.A., Middlebury College; Ph.D., Temple University

CARLA LEE VERDERAME (1998) *Associate Professor of English*
A.B., Smith College; M.A.T., Brown University; Ph.D., University of Michigan

RICHARD K. VELETA (1965) *Professor of Applied Music*
B.Mus., M.Mus., D.Mus., Northwestern University

JOHN VILLELLA (1986) *Chairperson, Department of Applied Music; Associate Professor*
B.S., M.M., West Chester University; Ed.D., Widener University

KARIN A.E. VOLKWEIN (1992) *Professor of Kinesiology*
Staatsexamen, University of Marburg, Germany; Ph.D., University of Tennessee

RICHARD W. VOSS (1996) *Associate Professor of Social Work*
B.A., St. Fidelis College; M.S.W., Fordham University; D.P.C., Loyola College

RUSSELL H. VREELAND (1989) *Associate Professor of Biology*
B.S., M.S., Rutgers – The State University; Ph.D., University of Nebraska

JACK WABER (1976) *Professor of Biology*
B.A., Hope College (Mich.); Ph.D., University of Hawaii

MATTHEW M. WAITE (2001) *Assistant Professor of Physics*
B.A., Gettysburg College; Ph.D., University of Delaware

DONNA WANDRY (1999) *Assistant Professor of Early Childhood and Special Education*
B.S., University of Wisconsin – Eau Claire; M.Ed., University of Utah; Ph.D., University of Florida

CHERYL L. WANKO (1993) *Chairperson, Department of English; Associate Professor*
B.A., New York University; M.A., Ph.D., Pennsylvania State University

BARBARA BROWN WANTA (1983) *Assistant Professor of Nursing*
B.S.N., University of Pennsylvania; M.S., Oxford University (U.K.); M.S.N., University of Pennsylvania

JOHN W. WARD (1961) *Associate Professor of English*
A.B., M.A., Miami University; Ph.D., University of Delaware

MICHAEL S. WEISS (1978) *Professor of Communicative Disorders*
B.A., Long Island University; M.S., Ph.D., Purdue University

JOAN M. WELCH (1990) *Chairperson, Department of Geography and Planning; Professor*
B.A., St. Cloud State University; M.A., Ph.D., Boston University

LESLEY A. WELSH (1991) *Associate Professor of Professional and Secondary Education*
B.A., Eastern Connecticut State University; M.A., Ph.D., University of Connecticut

LINWOOD J. WHITE (1968) *Associate Professor of Art*
B.F.A., Maryland Institute College of Art; M.F.A., University of Pennsylvania

JEROME M. WILLIAMS (1985) *Chairperson, Department of Foreign Languages; Professor*
B.A., Haverford College; M.A., M.Phil., Ph.D., Yale University

JOHN G. WILLIAMS (1992) *Associate Professor of Kinesiology*
B.Ed., University of Nottingham, U.K.; M.Ed., University of Bath, U.K.; Ph.D., University of London, U.K.

MARY WILLIAMS (2003) *Instructor of Kinesiology*
M.A., University of London

THOMAS WINTERS (1988) *Assistant Professor of Music History and Literature*
B.A., Bucknell University; M.A., Ph.D., University of Pennsylvania

SALLY A. WINTERTON (2001) *Assistant Professor of Elementary Education*
B.A., Immaculata College; M.Ed., West Chester University; D.Ed., University of Pennsylvania

C. GIL WISWALL (1985) *Chairperson, Department of Geology and Astronomy; Professor*
B.A., Colgate University; M.S., Ph.D., University of Montana

PAUL WOLFSON (1978) *Associate Professor of Mathematics*
A.B., Columbia University; M.S., Ph.D., University of Chicago

JOAN WOOLFREY (2000) *Co-Director, Pharmaceutical Product Development Program; Assistant Professor of Philosophy*
B.S., North Dakota State University; M.A., The New School for Social Research; Ph.D., University of Oregon

JULIET WUNSCH (2000) *Assistant Professor of Theatre*
B.A., Wesleyan University; M.F.A., Carnegie Mellon University

RICHARD W. WYATT (1989) *Associate Professor of Computer Science*
B.A., B.S., M.A., University of Melbourne; Ph.D., University of California, Berkeley; M.Sc., State University of New York at Buffalo

JANE A. WYSS (1990) *Associate Professor of Vocal and Choral Music*
B.M., M.M., D.M.A., University of Texas at Austin

CHEER-SUN D. YANG (2000) *Associate Professor of Computer Science*
B.S., M.B.A., Tamkang University; M.S., Kansas State University; Ph.D., University of Delaware

JOANN YAWORSKI (2000) *Assistant Professor of Literacy*
B.A., Pennsylvania State University; M.Ed., Millersville University; Ph.D., State University of New York at Albany

INTAE YOON (2004) *Assistant Professor of Social Work*
B.A. Konkuk University (Korea); M.S.W., Univesity of South Carolina

K. HYOEJIN YOON (2002) *Assistant Professor of English*
B.S., B.A., M.A., Virginia Polytechnic Institute and State University; Ph.D., University of Albany, State University of New York

STEFANI YORGES (1996) *Assistant Chairperson, Department of Psychology; Associate Professor*
B.A., Hastings College; M.S., Ph.D., Purdue University

EDEN ZABAT (1997) *Assistant Professor of Nursing*
B.S.N., Pennsylvania State University; M.S.N., Villanova University

RAYMOND ZETTS (1997) *Associate Professor of Kinesiology*
B.A., Texas Lutheran College; M.A., Southwest Texas State University; Ed.D., University of Georgia–Athens

NAIJIAN ZHANG (1999) *Assistant Professor of Counseling and Educational Psychology*
B.A., Xi'an Foreign Languages Institute (China); M.A., M.A., Bowling Green University

PETER ZIMMER (2000) *Assistant Professor of Mathematics*
B.S., M.S., University of Wisconsin; Ph.D., University of Kansas

ANTHONY W. ZUMPETTA (1988) *Associate Professor of Anthropology and Sociology*
B.A., Edinboro University; M.A., Ed.D., Indiana University of Pennsylvania

Adjunct Faculty

ARTHUR R. BARTOLOZZI *Department of Sports Medicine*
A.B., Brown University; M.D., University of California, San Diego

DAVID K. COHOON *Department of Mathematics*
B.S., Massachusetts Institute of Technology; M.S., Ph.D., Purdue University; David Ross Research Associateship at Institut Henri Poincare

JOSEPH M. DIBUSSOLO *Pharmaceutical Product Development Program*
B.S., West Chester University; M.S., Ph.D., Drexel University

CLIFFORD W. FAWCETT *Department of Sports Medicine*
B.S.N., Cedarville College; M.Ed., University of Virginia; M.S.N., University of Delaware

GAIL M. FELLOWS *Department of Health*
B.S., University of Arizona; M.S., West Chester University

CHARLES A. GARBER *Department of Geology and Astronomy*
B.S., University of Illinois; M.S., Ph.D., Case Institute of Technology

JOANNE S. GRANT *Department of Biology*
B.S., Moravian College; M.S., Drexel University

ZDENKA L. JONAK *Department of Biology*
B.S., Charles University; M.S., Ph.D., Yale University

BRIAN KELLAR, *Department of Health*
A.S., West Chester University; B.A., M.S., Eastern College

LORI KILLIAN, *Department of Health*
A.S., Delaware County Community College; B.A., University of Redlands

EDWIN T. LURCOTT *Department of Geology and Astronomy*
B.S., Syracuse University

HELEN E. MARTIN *Department of Counselor, Secondary, and Professional Education*
B.A., Kings College, N.Y.; M.A., West Chester University

WILLIAM K. NATALE *Department of Biology*
A.B., Oberlin College; M.D., University of Pittsburgh

RONALD J. PEKALA *Department of Psychology*
B.S., Pennsylvania State University; Ph.D., Michigan State University

RICHARD RUPKALVIS *Department of Biology*
B.S., Illinois Benedictine College; M.D., Rush Medical College

HOWARD L. RUSSELL *Department of Biology*
B.A., Boston University; V.M.D., University of Pennsylvania; M.P.H., Tulane University

MICHAEL J. WARHOL *Department of Biology*
A.B., Princeton University; M.D., University of Pittsburgh

JACK CARLTON WHITE *Department of Biology*
B.S., M.D., University of Vermont; Diplomate, American Board of Surgery

SUSAN WIX *Department of Health*
B.S., West Chester University; M.S., Eastern College

Emeriti

LOIS W. ALT, *Vocal and Choral Music*

†ALEXANDER ANTONOWICH, *Music Education*

†ELEANOR ASHKENAZ, *Chemistry*

†DOROTHY D. BAILEY, *English*

†HAROLD W. BENDA, *Dean of Education*

†BERNICE BERNATZ, *Dean of Women*

ROBERT BERNHARDT, *Biology*

F. ROBERT BIELSKI, *Geography and Planning*

WALTER R. BLAIR, *Educational Services*

†JAMES A. BINNEY, *English*

†MARY M. BLISS, *Biology*

JUSTO B. BRAVO, *Chemistry*

WALTER E. BUECHELE, JR., *Counselor, Secondary, and Professional Education*

H. JAMES BURGWYN, *History*

ROBERT E. CARLSON, *History*

†PAUL E. CARSON, *Music*

†Deceased

DIANE O. CASAGRANDE, *Communication Studies*
CONRAD E. CHALICK, *Counseling*
NONA E. CHERN, *Childhood Studies and Reading*
K. ELEANOR CHRISTENSEN, *Childhood Studies and Reading*
CARMELA L. CINQUINA, *Biology*
MARY E. CLEARY, *Education*
†JOHN W. CLOKEY, *Dean of Arts and Letters*
BARBARA J. COATES, *Physical Education*
BERNARD B. COHEN, *Psychology*
†FAYE A. COLLICOTT, *Librarian*
GERALDINE C. CONBEER, *Librarian*
STELLA CONAWAY, *Vocal and Choral Music*
EDWIN B. COTTRELL, *Health and Physical Education*
†GEORGE R. CRESSMAN, *Education*
GEORGANN CULLEN, *Biology*
†KATHERINE M. DENWORTH, *Education*
PHILLIP DONLEY, *Health and Physical Education*
RAYMOND A. DOYLE, *History*
MARC L. DURAND, *Chemistry*
ANNE O. DZAMBA, *History*
†MARK M. EVANS, *Director of Student Teaching*
†MARION FARNHAM, *Art*
RUTH FELDMAN, *Psychology*
ALBERT E. FILANO, *Vice President for Academic Affairs and Mathematical Sciences*
BYRON Y. FLECK, *Dean of Social Sciences*
†THOMAS J. FRANCELLA, *Criminal Justice*
HOWARD FREEMAN, *Counseling*
JOHN FURLOW, *Physical Education*
CHARLES GANGEMI, *Keyboard Music*
CHARLOTTE M. GOOD, *Education*
†ROBERT B. GORDON, *Sciences*
†ANNE M. GOSHEN, *Psychology*
†MIRIAM S. GOTTLIEB, *Music*
ROBERT GREENE, *Foreign Languages*
SEYMOUR S. GREENBERG, *Geology*
†THELMA J. GREENWOOD, *Biology*
MADELYN GUTWIRTH, *Foreign Languages*
†SAUNDRA M. HALL, *Theatre Arts*
†H. THEODORE HALLMAN, *Art*
JOAN HASSELQUIST, *Childhood Studies and Reading*
†JACK GARDNER HAWTHORNE, *Art*
†CHARLES W. HEATHCOTE, *Social Sciences*
†THOMAS J. HEIM, *Social Sciences*
WALTER J. HIPPLE, *Philosophy*
FRANK Q. HELMS, *Library*
†PHILIP P. HOGGARD, *Education*
PATRICIA CARLEY JOHNSON, *History*
PAMELA JUDSON-RHODES (HEMPHILL), *Art*
CAROLYN B. KEEFE, *Communication Studies*
MARY KEETZ, *Literacy*
JAMES KELLEHER, *English*
†W. GLENN KILLINGER, *Dean of Men*
†CHARLOTTE E. KING, *Childhood Studies and Reading*
MARY L. KLINE, *Nursing*
†CARRIE C. KULP, *Education*
†GEORGE LANGDON, *Geography and Planning*
†MURIEL LEACH, *Health and Physical Education*
JAMES E. L'HEUREUX, *Mathematics*
MELVIN M. LORBACK, *Physical Education*
SANDRA F. MATHER, *Geology and Astronomy*
†GRACE D. MCCARTHY, *English*
†EMIL H. MESSIKOMER, *Dean*
JAMES S. MILNE, *Political Science*
†LLOYD C. MITCHELL, *Dean of Music*
WILLIAM M. MOREHOUSE, *Theatre Arts*
SHIRLEY A. MUNGER, *Music*
†DOROTHY R. NOWACK, *Health*
BERNARD S. OLDSEY, *English*
WILLIAM R. OVERLEASE, *Biology*
JACK A. OWENS, *Health and Physical Education*
RUTH PETKOFSKY, *Childhood Studies and Reading*
†DOROTHY RAMSEY, *English*
GEORGE F. REED, *Geology and Astronomy*
N. RUTH REED, *Health*
RUSSELL K. RICKERT, *Physics and Dean of Sciences and Mathematics*
WALTER NATHANIEL RIDLEY, *Education*
ALFRED D. ROBERTS, *Foreign Languages*
RONALD F. ROMIG, *Biology*
†B. PAUL ROSS, *Education*
PHILIP B. RUDNICK, *Chemistry*
†HELEN RUSSELL, *Library Science*
C. RUTH SABOL, *English*
GLENN W. SAMUELSON, *Anthropology and Sociology*
HAROLD R. SANDS, *Psychology*
HARRY SCHALK, *History*
†GERTRUDE K. SCHMIDT, *Music*
JOHN SHEA, *Political Science*
JANE E. SHEPPARD, *Vocal and Choral Music*
†IRENE G. SHUR, *History*
†CAROLYN G. SIMMENDINGER, *Art*
W. CLYDE SKILLEN, *Biology*
†KENNETH C. SLAGLE, *Dean of Arts and Sciences*
PHILIP D. SMITH, JR., *Foreign Languages*
NORBERT C. SOLDON, *History*
†CHARLES A. SPRENKLE, *Dean of Music*
RUTH S. STANLEY, *Mathematical Sciences*
JOSEPH A. STIGORA, *Communicative Disorders*
R. GODFREY STUDENMUND, *Education*
RUSSELL L. STURZEBECKER, *Dean of Health and Physical Education*
JANE B. SWAN, *History*
ROY D. SWEET, *Vocal and Choral Music*
†EARL F. SYKES, *President*
ELINOR Z. TAYLOR, *Physical Education and Dean of Administration*
†JOSEPH M. THORSON, *Business Administration*
†WILLARD J. TREZISE, *Biology*
JOHN J. TURNER, *History*
†EDWARD T. TWARDOWSKI, *Health and Physical Education*
†S. ELIZABETH TYSON, *English*
JOY VANDEVER, *Music Education*
†EARLE C. WATERS, *Health and Physical Education*
RUTH I. WEIDNER, *Art*
SOL WEISS, *Mathematical Sciences*
THEODORA L. WEST, *English*
BENJAMIN WHITTEN, *Keyboard Music*
ARDIS M. WILLIAMS, *Chemistry*
LOIS M. WILLIAMS, *Music*
HARRY WILKINSON, *Music*
LLOYD C. WILKINSON, *Physical Education*
†JOSEPHINE E. WILSON, *English*
JAMES J. WRIGHT, *Music Theory and Composition*
EDWIN L. YOUMANS, *Dean of Health and Physical Education*
ROBERT J. YOUNG, *History*
CARLOS R. ZIEGLER, *Childhood Studies and Reading*
†EDWARD ZIMMER, *Music*
CORNELIA ZIMMERMAN, *Childhood Studies and Reading*

†Deceased

Honorary Degrees

1984
ANDREW WYETH, *Doctor of Humane Letters*

1993
EMILIE KESSEL ASPLUNDH, *Doctor of Public Service*
CONSTANCE E. CLAYTON, *Doctor of Public Service*

1994
DAVID P. ROSELLE, *Doctor of Law*
CHARLES E. SWOPE, *Doctor of Public Service*

1995
WILLIAM A. BOUCHER, *Doctor of Public Service*

1996
CURT WELDON, *Doctor of Public Service*
ELINOR Z. TAYLOR, *Doctor of Public Service*

1997
JACOB LAWRENCE, *Doctor of Fine Arts*

1998
CHAIM POTOK, *Doctor of Humane Letters*
MARIAN WASHINGTON, *Doctor of Public Service*

1999
PASQUALE W. "PAT" CROCE, JR., *Doctor of Public Service*
CLIFFORD E. DeBAPTISTE, *Doctor of Law*

2000
DAVID P. HOLVECK, *Doctor of Public Service*
IRWIN H. POLISHOOK, *Doctor of Public Service*

2001
ALAN G. MACDIARMID, *Doctor of Science*
F. EUGENE DIXON, JR., *Doctor of Public Service*

2003
WILLIAM H. COSBY, JR., *Doctor of Public Service*
LISA SCOTTOLINE, *Doctor of Law*

2004
DANA GIOIA, *Doctor of Humane Letters*
JAMES M. RUBILLO, *Doctor of Science*

President's Medallion for Service

1986
EMILIE KESSEL ASPLUNDH
JANICE WEIR ETSHIED
W. GLENN KILLINGER

1987
THOMAS B. CHAMBERS
T. FRANK GANNON
WILLIAM E. HUGHES
MICHAEL J. JONES
SARA L. SCHMID
KURT STRAUSS

1989
ATSUSHI MINOHHARA
MASAYOSHI TANAKA

1990
CLIFFORD E. DeBAPTISTE

1991
MORGAN DOWD
ADELYENE KELLY
ALVY KELLY

1992
STANLEY J. YAROSEWICK

1993
ALBERT E. FILANO

1994
JAMES L. LARSON
F. JOSEPH LOEPER

1995
CARLOS R. ZIEGLER

1997
RAY M. MINCARELLI, JR.
ROSANNE D. MINCARELLI

1998
HENRY A. JORDAN
BARBARA M. JORDAN
JOHN F. UNRUH

1999
LITTLETON G. MITCHELL

2000
MURIEL BERMAN
LARRY MENDTE

2002
MARTIN R. BERNDT

Trustees Achievement Awards

1985
FRANK GROSSHANS
CHARLES C. SOUFAS, JR.

1986
RICHARD W. FIELDS

1987
MARSHALL J. BECKER
WACLAW SZYMANSKI

1989
CHRISTOPHER BUCKLEY
LARRY A. NELSON

1990
PAUL STOLLER

1992
MARY E. CRAWFORD

1995
RICHARD E. BLAKE
FRANK E. FISH

1996
JEROME M. WILLIAMS

1997
STERLING E. MURRAY

1998
KOSTAS MYRSIADES

2000
RICHARD EPSTEIN
CLAUDE FOSTER

2001
RUSSELL VREELAND

2002
STACEY SCHLAU

2003
MICHAEL A. PEICH

Distinguished Teaching Chairs

1982–1983
FRANK A. SMITH
JANE B. SWAN

Faculty Merit Awards

1982–1983
DIANE O. CASAGRANDE
MARY A. KEETZ
JANE E. SHEPPARD
CHARLES H. STUART

1983–1984
ELIZABETH A. GIANGIULIO
KOSTAS MYRSIADES
LOIS WILLIAMS

1984–1985
FRANK E. MILLIMAN
RUTH I. WEIDNER

1986–1987
G. WINFIELD FAIRCHILD
KOSTAS MYRSIADES

1987–1988
WALLACE J. KAHN
STERLING E. MURRAY
ARLENE C. RENGERT

1988–1989
PAMELA HEMPHILL

1989–1990
MADELYN GUTWIRTH
JOAN HASSELQUIST

1990–1991
BENJAMIN WHITTEN

1991–1992
CHRISTOPHER BUCKLEY

1992–1993
WILLIAM TOROP

1993–1994
LOUIS CASCIATO

1995–1996
T. OBINKARAM ECHEWA
PHILIP RUDNICK

1996–1997
RICHARD E. BLAKE
REBECCA PAULY
ELISE A. TRIANO

1997–1998
H. JAMES BURGWYN
JASMIN T. MCCONATHA

1998–1999
DONNA L. USHER
PAUL A. STOLLER

1999–2000
LEIGH SHAFFER
RICHARD WOODRUFF

2000–2001
MARTHA POTVIN
KARIN VOLKWEIN

2001–2002
RONALD GOUGHER

2002–2003
FRANK E. FISH
C. GIL WISWALL

Lindback Distinguished Teaching Award

1998
ERMINIO BRAIDOTTI

1999
SUSAN C. SLANINKA

2000
W. BENNETT PETERS

2001
ANNE-MARIE MOSCATELLI

2002
GAIL BOLLIN

Irving Hersch Cohen Faculty Merit Award

1990
DOROTHY NOWACK

1991
GEORGE CLAGHORN

1993
JUDITH FINKEL

1994
RICHARD VELETA

1995
DEBORAH MAHLSTEDT

1997
IRENE G. SHUR

1998
DIANE O. CASAGRANDE

1999
JOHN J. TURNER

2001
ROBERT MAGGIO
KENNETH L. LAUDERMILCH

2002
HENRY GRABB

2003
DAVID SPRENKLE

Distinguished Faculty Awards

1974–1975
THOMAS A. EGAN, *Teaching*
E. RILEY HOLMAN, *Teaching*
MICHAEL A. PEICH, *Teaching*

1975–1976
WALTER E. BUECHELE, JR., *Service*
CARMELA L. CINQUINA, *Service*
PHILLIP B. DONLEY, *Service*
GEORGE W. MAXIM, *Teaching*
EDWARD N. NORRIS, *Service*
PHILIP D. SMITH, JR., *Teaching*
WILLIAM TOROP, *Teaching*

1976–1977
ROBERT E. BYTNAR, *Service*
ANDREW E. DINNIMAN, *Service*
IRENE G. SHUR, *Teaching*
RUSSELL L. STURZEBECKER, *Service*

1977–1978
MARC L. DURAND and ROBERT F. FOERY *(Joint Project), Service*
BERNARD S. OLDSEY, *Service*
GEORGE F. REED, *Teaching*
RICHARD I. WOODRUFF, *Teaching*

1978–1979
ROBERT E. CARLSON, *Service*
JOHN J. TURNER, JR., *Teaching*
C. RALPH VERNO, *Teaching*
ROBERT H. WEISS, *Service*

1979–1980
CAROLYN B. KEEFE, *Teaching*
JOHN A. MANGRAVITE, *Teaching*
PHILIP D. SMITH, JR., *Service*
NORBERT C. SOLDON, *Service*

1980–1981
LOUIS A. CASCIATO, *Teaching*
PHILIP B. RUDNICK, *Service*
FRANK A. SMITH, JR., *Teaching*
JANE B. SWAN, *Teaching*
JOSEPH M. THORSON, *Service*

ACADEMIC CALENDAR 2004–2005

FALL SEMESTER 2004

August 28 and 29	Residence halls open
August 30	Classes begin – 8 a.m.
	Late Registration and Drop/Add
September 6	Labor Day (no classes)
September 16	Rosh Hashanah*
September 25	Yom Kippur*
October 18 – 19	Fall Break (no classes)
November 24	Thanksgiving recess begins – 8 a.m.
November 29	Thanksgiving recess ends – 8 a.m.
December 11 – 12	Reading days
December 13	Last day of classes
December 14 – 18	Examination period
December 19	Commencement

SPRING SEMESTER 2005

January 10	Classes begin – 8 a.m.
	Late Registration and Drop/Add
January 17	Martin Luther King, Jr. Day
	(no classes)
March 4	Spring break begins – 5 p.m.
March 14	Spring break ends – 8 a.m.
March 25	Good Friday*
April 24	Passover*
April 29	Last day of classes
April 30 – May 1	Reading days
May 2 – 6	Examination period
May 7	Commencement

The academic calendar for the 2005–2006 academic year is unavailable at press time. Please consult the current course schedule and the University's web site (www.wcupa.edu) for the most up-to-date calendars, including the one for summer. and for 2005–2006.

*Although the University will be in session, no examinations are to be administered on these major Christian and Jewish holy days. All members of the academic community are also expected to be considerate of and provide appropriate accommodations to students of other faiths when assignments, exams, and other course requirements fall on the major holy days of their religions.

University Policy for Storm Closings

When storm conditions affect the operation of the University, announcements are made over local radio and TV stations via a system of code numbers keyed to affected schools. Prefixes indicate whether the school will be closed or open later than usual. The University's numbers and applicable prefixes are **853 for cancellation of day classes** and **2853 for evening classes.**

On Tuesday or Thursday, either a two-hour delay or class cancellation will be called. Two-hour delays on these days will mean that 8 a.m. classes are cancelled, and the class normally starting at 9:30 a.m. will start at 10 a.m. and continue to 10:50 a.m.

On Monday, Wednesday, or Friday, a one-hour delay means that the 8 a.m. class is cancelled. A two-hour delay means that both the 8 a.m. and 9 a.m. classes are cancelled.

Most radio stations begin announcements around 6 a.m. The school closings are usually repeated about once each half-hour. For evening classes, a decision to cancel will be made around noon, and announcements should begin around 1 p.m. Although classes may be cancelled, essential personnel must report to work. People should not call Public Safety for school closing information, since it ties up phone lines that must be kept clear for emergencies. Storm closing information is available on:

Philadelphia radio:
KYW 1060 AM
WDAS 1480 AM
WDAS 105.3 FM
WKDN 106.9 FM

Local Radio:
WCHE 1520 AM
WCOJ 1420 AM
WILM 1450 AM
WSBA 910 AM
WCUR 91.7 FM
WARM 103 FM
WDAC 94.5 FM
WJBR 99.5 FM
WLAN 97 FM

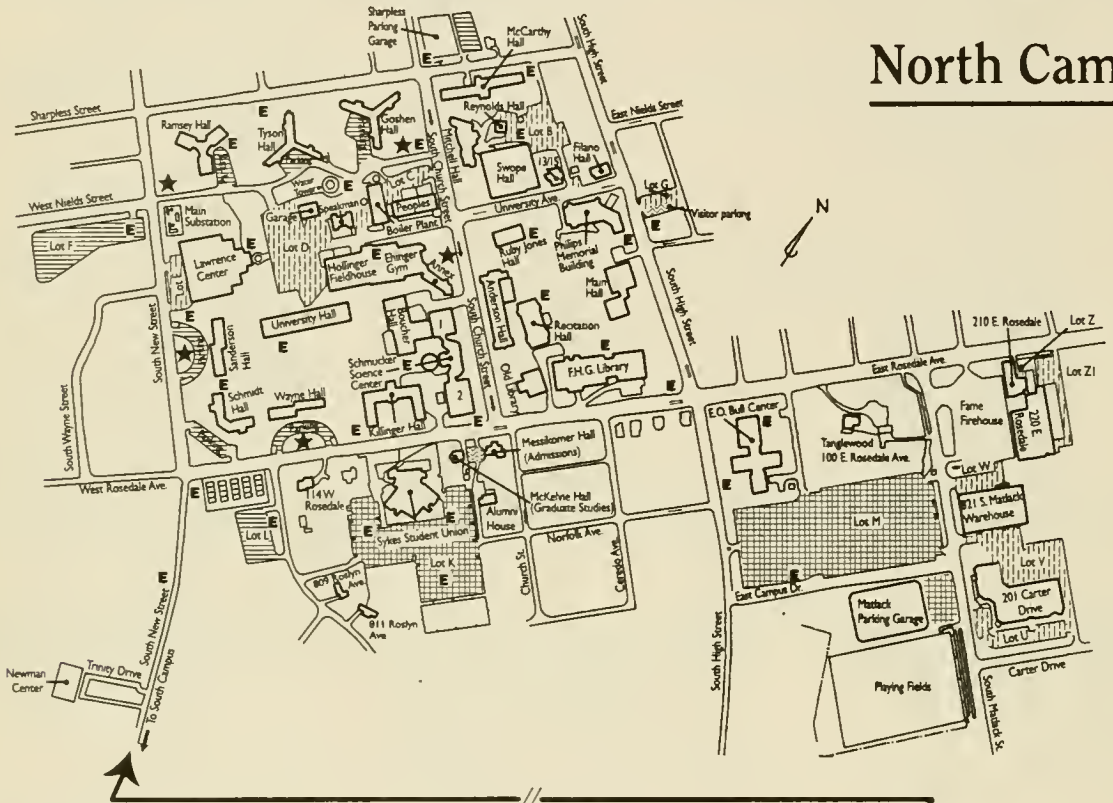
Television:
WCAU NBC TV 10
WGAL TV 8
WTXF FOXTV 29

Web:
www.wcupa.edu
www.kyw1060.com
www.nbc10.com

Telephone:
University Information Desk
610-436-1000

Campus Map

North Campus

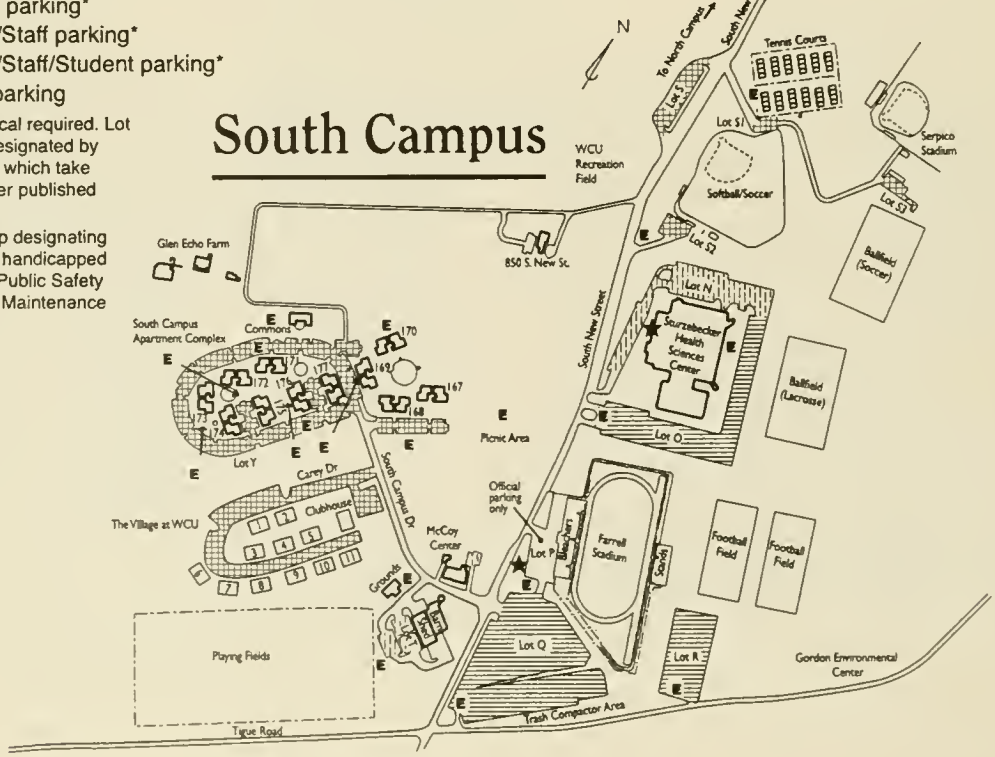


★ Shuttle bus stop
E Emergency phones
Student parking*
Faculty/Staff parking*
Faculty/Staff/Student parking*
Visitor parking

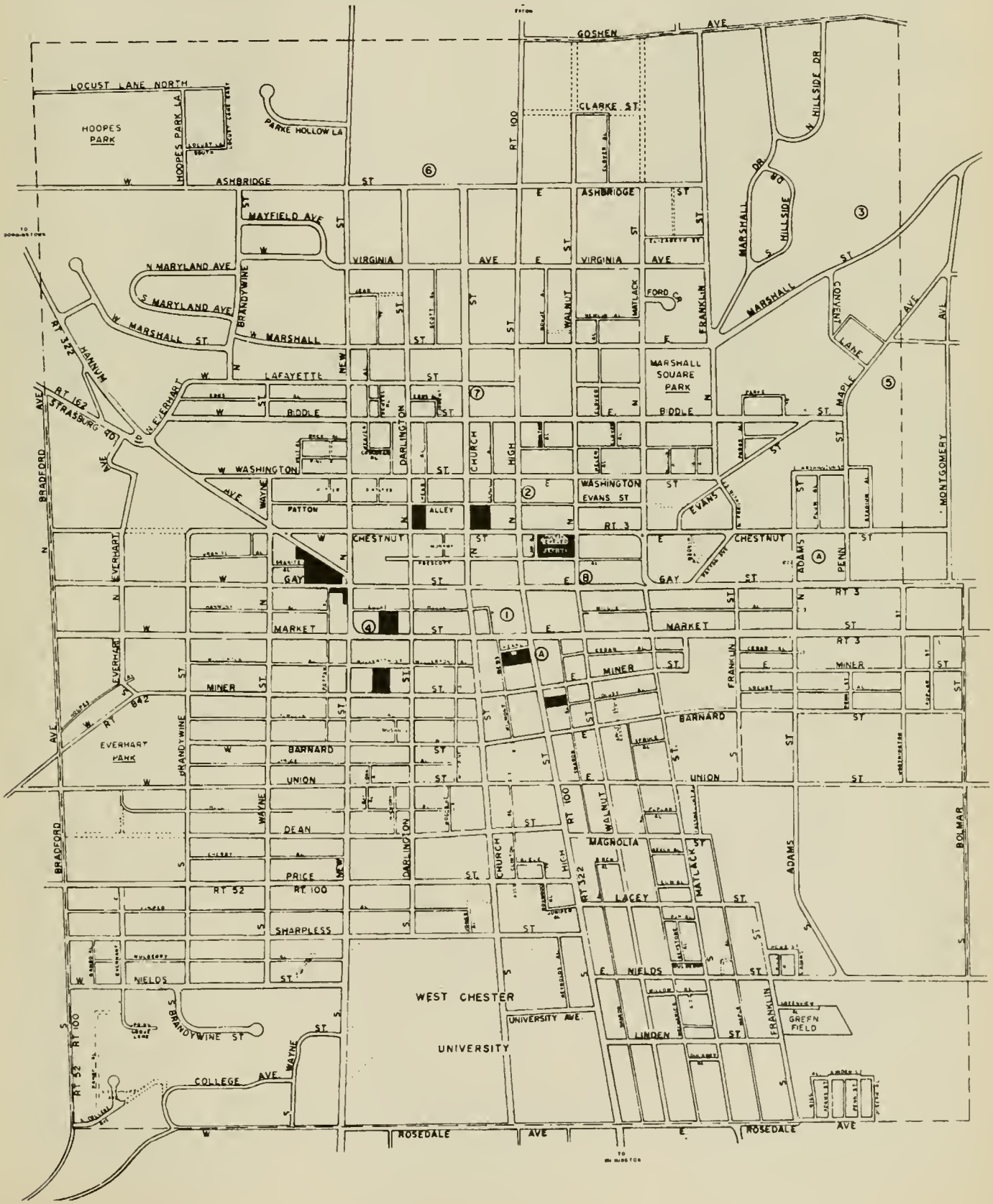
*University decal required. Lot restrictions designated by posted signs, which take precedent over published materials.

A separate map designating parking for the handicapped is available at Public Safety in the Peoples Maintenance Building.

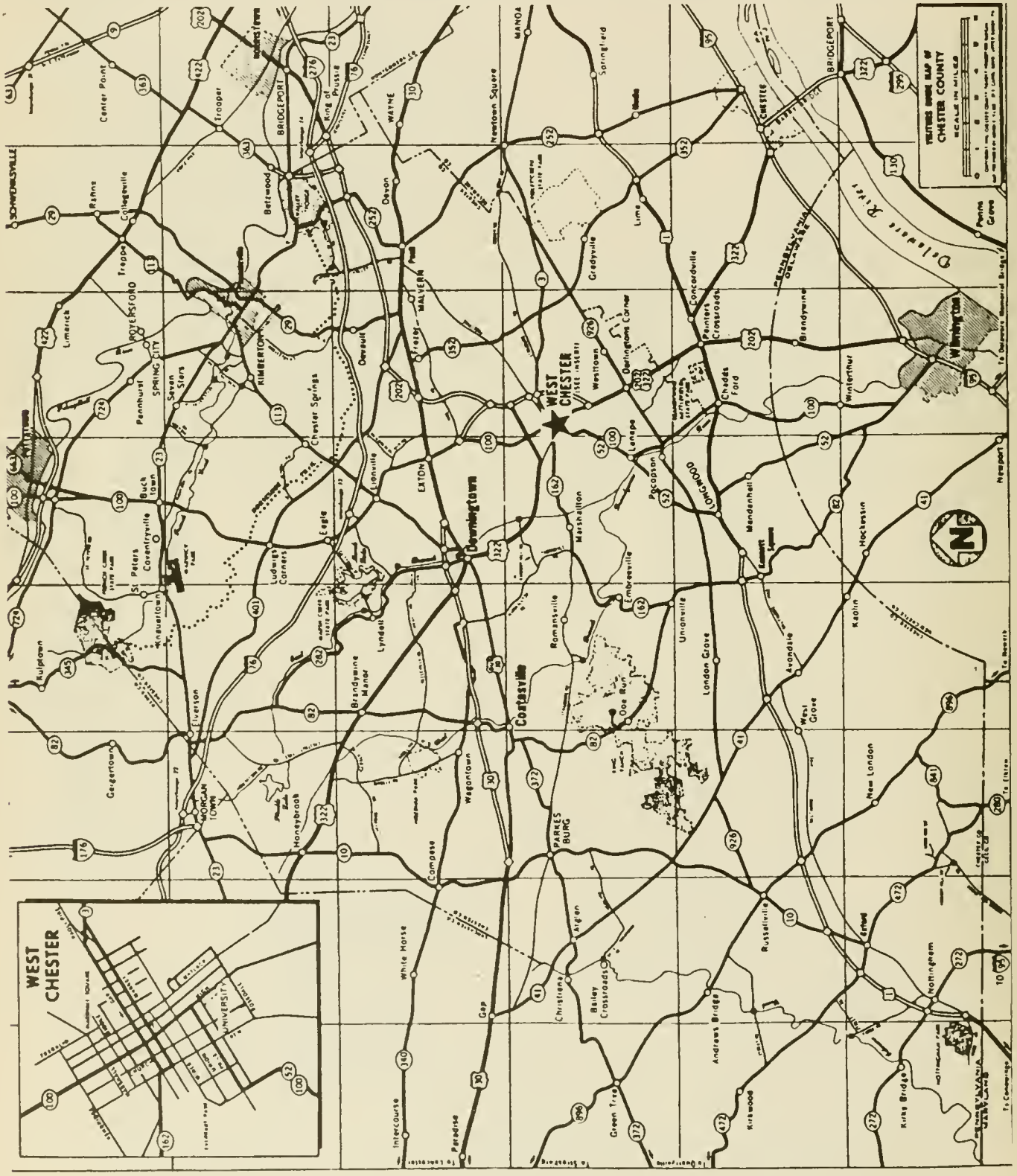
South Campus



Borough of West Chester



Chester County



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